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ABSTRACT

The study guide outlining the modern foreign language courses for English speakers in Dade County's secondary schools establishes a uniform sequential program for instruction in French, German, Hebrew, Italian, and Spanish. Program expectancies are described for each level and type of course, to serve as a basis for planning appropriate instruction and for articulation within the district's feeder patterns. A prefatory section discusses the notions of foreign language communication and program expectancies. An overview of the course offerings, an introduction to the program's goals, and criteria for the honors courses follow. Subsequent sections treat each language's course designs. For French this includes French I (regular), French II-VI (regular and honors), advanced placement, and two levels of alternate conversational courses. For German it includes German I (regular), German II-V (regular and honors), advanced placement, an alternate introductory conversational course, and a scientific-cultural course at levels III-IV. For Hebrew it includes Hebrew I (regular) and Hebrew II-V (regular and honors), and for Italian it includes Italian I (regular) and Italian II-IV (regular and honors). For Spanish it includes Spanish I (regular), Spanish II-VI (regular and honors), advanced placement, two levels of alternate conversational courses, two levels of courses for individualizing Spanish for English-speakers, two levels of courses for career-oriented individualized Spanish, and an introduction to Hispanic culture. (MSE)

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August 1984

FOREWORD

This Study Guide outlines the authorized Modern Foreign Language courses found in Curriculum Bulletin I. The expectancies for each level described in this guide are intended to serve as a basis for planning appropriate instruction and for articulation within the feeder patterns.

This Study Guide establishes a uniform sequential program for all secondary schools in the county for the Modern Foreign Language Program. The sequential program for the Spanish for Spanish Speakers Program (Spanish-S) and the Classical Language Program are contained in separate documents.

The expectancies put forth in this guide represent the basic core for each level in the student's language development. It is anticipated that Foreign Language teachers throughout the county will adhere to these language development guidelines insofar as possible and will use them along with other appropriate materials in the furtherance of academic excellence.

Comments and suggestions for revision of this Course of Study for Foreign Languages are welcomed.

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This Course of Study was developed as a cooperative venture involving the Foreign Language Teachers of Dade County. At various stages in its development this Course of Study benefited from invaluable contributions and input, especially from the curriculum writing teams.

Outside assistance and inspiration was provided by those involved in the ACTFL/ETS Oral Proficiency Training and Rating Project. Consultants from this project working with the Foreign Language Department of the Dade County Public Schools were: Dr. Jeannette Bragger, Assistant Professor of French, Pennsylvania State University; Mrs. Judith Liskin-Gasparro, Examiner, College Board Programs, Educational Testing Service; Dr. Frank Medley, Associate Professor of Spanish, University of South Carolina; and Dr. June Phillips, Professor of French, Indiana University of Pennsylvania.

An undertaking of this type enlists the cooperation of hundreds of teachers in making suggestions, reviewing, and evaluating materials. Many people devoted all or a substantial block of their time to some phase of the production of this document.

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PREFACE

The growing international interdependence of our nation and the pluralistic nature of the world society demand that we develop citizens with a sound understanding of international and cross-cultural issues and with the ability to communicate in more than one language.

The study of one or more languages, in addition to English, is an essential component in the total school curriculum. It is responsive to the needs of the whole spectrum of the student population; it strengthens the development of the basic skills of communication, and it provides a powerful experience in the continuing development of the reasoning ability of the students. By studying another culture, students not only broaden their awareness of both the oneness and the uniqueness of various societies, but they also gain a deeper understanding and appreciation for themselves and their own culture.

The ability to communicate in more than one language contributes to an enriched, responsible, and meaningful life. The skill can enhance employment opportunities across a broad range of careers and reinforce every other area of endeavor, both in school and beyond.

The foreign language component of the total school curriculum should be designed so that it addresses both the cognitive and the affective needs of the students. Cognitively, the Modern Foreign Language course of study objectives should enable the students to develop the ability to use the language functionally, both orally and in writing. At the same time, the study of foreign language should reinforce their broader understanding of the phenomenon of language and communication, both in the native and in the second language. Toward that end, outcomes and expectancies should be stated in linguistic (vocabulary, grammar, fluency and pronunciation) as well as in communicative (function, content/context, and accuracy) terms. In addition, the course of study should state specific facts about features of the culture that the student is expected to know. Affectively, student outcomes should be stated in terms of attitude toward speakers of the language and toward language learning itself.

COMMUNICATING IN A FOREIGN LANGUAGE

Developing the ability to interact effectively in a second language is no small feat. In addition to acquiring mastery of the linguistic components of the language, the learner must become familiar with the culture of the people who speak the language in order to be able to function within the cultural context in which communication occurs.

Productive vs. Receptive Skills

Considerable evidence is available to support the idea that as one develops proficiency in language there is a difference between the amount of language that one can **process** as a receiver (i.e., receptive ability), and the amount of language that one can **generate** (i.e., productive ability). This concept is of particular importance with respect to the development of a course of study, since it means that the teacher must begin to think of instruction in terms of receptive and productive skills, both of which are active processes. In other words, teachers need to provide students with the opportunity to hear language that would be beyond their ability to speak, and to read language that is more complex than they can write. For this course of study, materials which could be emphasized for their receptive dimension are indicated in brackets. The type of emphasis depends upon the point in the instructional sequence. Certain concepts may be presented at the lexical level in the early stages and at the morphological/syntactical level in the later stages of the learning/teaching process. Material may be cycled so that content that is receptive in first year might be productive in third year. This approach allows the teacher to create a rich and varied learning environment in which the student can develop the ability to use the language in a meaningful context and in much the same way that one learns the native language.

Generally speaking, second-language learners develop the skills that they practice. But analysis of grammar, mechanical drills, and memorization (all appropriate at certain stages during the language-learning process) are not adequate for the development of functional proficiency in the language. In addition to this linguistic knowledge, the learner must have recurring opportunities to use the language creatively, and at the same time, have access to the guidance of a competent teacher and a well-ordered course of study. Because of the time constraints inherent in our system of formal education (one period per day, 180 days per year, etc.), the foreign language program requires specially designed courses which provide:

1) the introduction of important lexical, morphological, syntactical and cultural features, as well as sufficient re-entry of material so that it will be incorporated into long term memory for subsequent retrieval and recombination;

2) a variety of activities that offers students different types of practice, including mechanical, meaningful, and communicative drills;

3) consistent opportunity to apply what has been learned in a variety of communicative activities and situations;

4) a formalized presentation and explanation of grammar, that will provide the student with a more thorough understanding of how the language is governed.

Outcomes/Expectancies for In Classroom and Non-Classroom Settings

In addition, for the purposes of this course of study, a distinction has been made between those outcomes/expectancies that occur in the classroom setting and those in a non-classroom setting. In essence, the distinction that is made is between: 1) what the student can be expected to do in a situation where **the language of the other person is controlled** (as is the case with the teacher in the classroom); and 2) what the student can do in a situation that has **no linguistic restrictions placed on the other speaker** (as when the student is talking to a native speaker of the language). Regardless of the setting, it is expected that language use will be meaningful, purposeful, and of some interest to the parties involved. In no instance should one equate "classroom" with "artificial", and "non-classroom" with "real" use of language. Even during "drill" sequences in the classroom, care should be taken to see that students are aware of the functional importance of the concept being drilled, and how their mastery of the idea enhances their ability to communicate in other settings.

There are many levels of communicative proficiency. Communication is not an absolute term for a skill that is completely developed, for language acquisition is more than the relatively simple formation of habits and automatic responses. It is the ability to convey meaning creatively, and in ways that are socially appropriate. It is toward the attainment of this larger goal that this course of study is oriented.

OVERVIEW - MODERN FOREIGN LANGUAGE PROGRAM

Regular and Honors Programs

		1st year	2nd year	3rd year	4th year	5th year	6th year	Adv. Pl.
SPANISH	Regular	750315	750415	750515	750615	750715	750815	- - -
	Honors	- - -	750425	750525	750625	750725	750825	759635 759735
FRENCH	Regular	752315	752415	752515	752615	752715	757815	- - -
	Honors	- - -	752425	752525	752625	752725	757825	759035 769135
GERMAN	Regular	753315	753415	753515 753520	753615	753715	- - -	- - -
	Honors	- - -	753425	753525	753625	753725	- - -	759235
ITALIAN	Regular	752815	756415	756515	756715	- - -	- - -	- - -
	Honors	- - -	756425	756525	756725	- - -	- - -	- - -
HEBREW	Regular	751715	757415	757515	757615	757715	- - -	- - -
	Honors	- - -	757425	757525	757625	757725	- - -	- - -

Conversational/Alternate Programs

	1st year	2nd year	3rd year	4th year
Conversational	751917	751927	- - -	- - -
ISSE - ISCOM	751916	751926	751936	751946
Exploratory	751918	- - -	- - -	- - -
Conversational	752917	752927	- - -	- - -
Conversational	754117	- - -	- - -	- - -

Independent Study
Foreign Languages

Regular	758015
Honors	758025

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MODERN FOREIGN LANGUAGE PROGRAM

INTRODUCTION

PROGRAM DEFINITION

The Secondary Modern Foreign Languages Program consists of sequential language and culture components designed for students of English-language origin or other language origin, who wish to study one or more languages, such as French, German, Hebrew, Italian, Spanish, or Russian. The languages presented stress a functional communicative approach, emphasizing listening comprehension and oral communication within contexts appropriate to the culture(s) of native speakers of the languages. As the context is controlled and geared to functional communication skills, reading and writing at all levels of learning are presented sequentially.

PROGRAM GOAL

The goal of the Secondary Modern Foreign Language Program is to provide students with a continuum of studies in various languages. Their study of language will enable them to develop skills and understandings not only of a language but also of the culture(s) of the speakers of that language.

Within the continuum of program offerings in a given language - which may extend to four or to more than six years, depending on the language - the Secondary Modern Foreign Language program realizes three major objectives: (1) the development of communication and learning skills, (2) the extension of career opportunities, and (3) the development of appreciation for human achievement in the social sciences, humanities, and arts.

Usually, the first two years of any foreign language program are designed to teach the basic structures, sound system, and writing system of the language with a high frequency vocabulary selected for its general communication usefulness. At this phase the language can only be used to describe at a very basic and concrete level. Starting with the third year, a more manipulative phase of language is reached, as basic structures and vocabulary items are used to compare and contrast concrete concepts. From the fifth year, the application level is reached and the linguistic knowledge acquired can be used in more abstract ways such as stating and defending an opinion.

Alternative programs designed to meet the various needs of the students for more immediate purposes, such as career opportunities and travel, are offered in French, German, and Spanish. Specialized vocabulary is presented as appropriate for the particular areas of experience characteristic of the specific course.

Beyond the first year, for students who select the honors courses, the emphasis is placed on the use of the foreign language for developing an in-depth understanding of the language, its culture and its historical antecedents, as well as a more comprehensive grasp of the mechanics of the language. For specific indicators for honors courses see Criteria for

Modern Foreign Language Honors Courses.

Advanced Placement courses in French, German, and Spanish are available to Dade County students who wish to accelerate in their respective foreign language programs. By availing themselves of this opportunity, the students may earn college credits while still in high school.

For foreign language students in secondary schools whose future goals might still not have crystallized, the program goals have to be broad and of two types:

1. the strictly utilitarian aims - competence in the use of the language for whatever purposes a student may have, and

2. the "general education" goals - foreign language as a component of the liberal education of a student.

To meet these needs, especially the utilitarian aims, the program specifies the degree of competence an average student can expect to attain in the four basic aspects of language use: listening, reading, writing, and especially speaking. More advanced courses proceed to the special competencies useful in different activities such as academic scholarship, commerce and business, etc. Many varieties of foreign language usages, from informal exchanges to more formal communications, are practiced throughout.

Here, in Dade County, we are striving to help students develop the functional use of a foreign language. The degree of competence achieved by the student will depend both upon the length of the instructional sequence and the quality of instruction received by the student.

However, regardless of the program goals, expectancies, selection of materials and quality of instruction, a certain responsibility rests upon the student. It is acknowledged, therefore, that individual achievement will vary in direct proportion to the amount of time and effort that the student brings to the language learning process. The Dade County Public Schools can provide optimum conditions for learning; the student must do the rest.

PROGRAM EXPECTANCIES

Language learning is a complex process that requires sufficient time in a well-articulated, structured, sequential program. Foreign language learning contributes to the sucess of the learner in the following ways:

1. Second/foreign language skills, knowledge, and understanding contribute to an enriched, responsible, and meaningful life, and they enhance employment opportunities in a broad spectrum of careers.

2. Through experience with another culture, students not only broaden their horizons in cross-cultural understanding, but also

gain a deeper concept of self and an appreciation of their own culture.

3. Second-language learning reinforces basic skills by developing cognitive skills and reasoning abilities in students.

4. Beginning the study of Spanish as a Second Language in elementary school and continuing on through high school affords ample time for the students to develop a high level of profiency in the language.

ADAPTATION OF INSTRUCTIONAL MATERIALS TO PROGRAM

The proficiency outcomes/expectancies in this Course of Study specify measurable behaviors that indicate progress and determine levels of competence. Throughout this document, an effort has been made to equate course content with outcomes and expectancies of student performance, instead of with the table of contents of one textbook or another. Hence the lexicon, phonology, morphology, syntax and cultural awareness that is identified here represents the content that the student must control if he or she is to be able to use the language in the manner described. By design, then, this course of study is not oriented toward any textbook in particular. It is incumbent upon the teacher to select those materials which most nearly conform to the course content listed, and then supplement by drawing on other sources. Once a primary text is selected, teachers will need to identify content not encompassed by the course of study and therefore optional for inclusion in classroom instruction. In order to provide adequate time for students to use the language in the classroom, the extraneous content may be deleted from the course.

CRITERIA FOR MODERN FOREIGN LANGUAGES HONORS COURSES

Students enrolled in honors courses in Modern Foreign Languages are expected to master the core objectives in the regular program and demonstrate advanced skills in listening, speaking, reading and writing. Other indicators are:

INDICATORS

1. Extensive use by the students of the target language in the classroom
2. Command of a broader vocabulary, especially in speaking and writing
3. Ability to paraphrase to overcome lack of vocabulary
4. Ability to employ complex sentences rather than simple independent clauses, i.e., avoiding fragmented structures in paragraphs, compositions, essays, and reports
5. A clear grasp of the mechanics of the language as evidenced by writing samples, test items, oral presentations, and written reports
6. Sophisticated application of learned grammatical structures, in preference to drill-type exercises
7. Ability to improvise, to role-play, and to create skits
8. Ability to read selections that:
    a. prepare students for authentic literary experiences/works
    b. develop a greater awareness in students of the contemporary culture in the target language countries
9. Completion of outside classroom assignments that facilitate and ready students to prepare in-depth written reports and/or oral presentations about the culture, history and the literature of the target language
10. Participation in oral class presentations and/or discussions about personal experiences, opinions on current events, literary works, etc.
11. Ability to cope with tests that permit evaluation of all learned skills: listening, speaking, reading, writing --including vocabulary and grammar usage, situational topics, and items eliciting creativity and total usage of language skills
12. Demonstrated capacity to produce quality and quantity in work assignments: sophistication in content, correctness of language

NOTE: For discrete item measurement, see the Outcomes/Expectancies section for each level in this Course of Study. Honors students must be able to produce at a 50% or higher level the "In the Classroom" expectancies in a non classroom-setting, as well as what is identified as receptive in the course content.

REGULAR FRENCH PROGRAM

FRENCH I

TITLE: FRNCH 1R French I, Regular

COURSE: 752315

DESCRIPTION: A beginning course for students of French as a Foreign Language, with emphasis on listening comprehension and speaking with special attention on pronunciation, and with an introduction to reading, writing in French, and the basic cultural elements of the French-speaking world. The students will learn basic everyday language structures and vocabulary, working towards the improvement of pronunciation and communication skills.

SELECTION CONSIDERATIONS: This course is for students with no previous study and/or knowledge of French. Florida Scholar's Program. (Grade 7-12)

FRENCH I - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students' ability to speak is limited to material that has been learned and practiced. In the context of exercises or drills, they are able to produce simple questions, answers, and descriptions. Pronunciation is accurate at the phonemic level only, and students make frequent errors in pronunciation, intonation, and stress.	Students' ability to speak is limited to material that has been learned and practiced. Most speech consists of one or two word responses to simple questions, and is marked by great effort and hesitation. They recycle the language of the other speaker, and are unable to produce complete sentences of their own or to use the language to express thoughts or give personal information. They are understood, and then often with difficulty, only by individuals such as teachers who are used to dealing with non-native speakers.
LISTENING	Students' ability is limited to understanding short segments of familiar, learned material. It must be spoken clearly and slowly. Misunderstandings arise because of failure to concentrate on utterances longer than one sentence or because of inability to understand new material. Repetition is necessary in many cases.	Students usually detect and understand memorized words and phrases in the context of unfamiliar material when spoken slowly and clearly. They need time between utterances to assimilate and comprehend. They may confuse words of similar sounds such as: *chose/chaise*. They constantly ask the speaker to slow down and to repeat.
READING	Students are able to read and comprehend, but often with the aid of a glossary, materials that they have practiced orally and in written form. They understand most simple, paragraph-length recombined materials involving learned vocabulary and cognates.	Students can comprehend reading material to which they have been exposed in class. They understand set expressions and highly contextualized words and cognates in areas of immediate need, such as signs, menus, and schedules. Their understanding is limited to words and short phrases, and comprehension requires successive rereading and checking.
WRITING	Students can write expressions from previously taught material with some misspellings and inaccuracies. They can write learned material in the form of guided paragraph, dialogs, dictations.	Students can supply some basic information about themselves, such as name, address, and dates, and can write very simple expressions based on learned material. There are frequent errors in spelling and syntax.

FRENCH I - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Phonology**
Students learn and practice reading, writing, understanding and using orally items in the following content areas: • Greetings, expressions of courtesy and farewells • [Common classroom vocabulary such as objects and directions] • Numbers, [simple addition and subtraction] • Colors • Family members [and relationships] • [High-frequency descriptive adjectives, such as nationality, age, and personal characteristics, e.g., *anglais(e), jeune, grand(e), beau (belle), etc.*] • [Foods, beverages, meals, and restaurant terms] • Expressions of time: [hour, date,] days of the week, months, [seasons] • [Articles of clothing] • [Occupations] • Common interrogative words: *qui, où, que, quand, comment, quoi, etc.* • [Common prepositions: *à, de, pour, chez, avec, sur, dans, etc.*] • [Names of sports, hobbies, games, and pastimes] • [Places in the community: *le marché, l'église, l'école, etc.*] • [Expressions with *avoir* such as: *J'ai faim, il a chaud, etc.*] • [Weather expressions, e.g., *il fait froid, il pleut, etc.*] • [Common irregular verbs: e.g., *prendre, dire, venir, vouloir, pouvoir, etc.*] • [Parts of the body] • [Common idiomatic expressions: *il y a, voilà, etc.*]	Students are introduced to and practice the following: The elements of the French sound system Intonation and rhythm The association of French sounds with their written symbols Diacritical marks: /´/, /`/, /^/, /ç/ Basic principles of *liaison* Oral and auditory discrimination needed for basic communication.

FRENCH I - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students learn and practice the following structures:

NOUNS/NOUN PHRASES

- Gender and number of nouns

DETERMINERS: Agreement in gender and number with noun

- Definite articles: *le, la, l', les*
- Indefinite articles: *un, une, des*
- [Contracted articles: *au, aux, du, etc*]
- [Partitive articles: *du, de la, etc.*]
- [Possessive adjectives: *mon, ton, etc*]
- [Demonstrative adjectives: *ce, cet, cette, ces*]

ADJECTIVES: introduction to [position] and agreement

PRONOUNS-

- Subject: *Je, tu, il/elle, nous, etc*
- [Direct Object: *le, la, l', les*]
- [Indirect Object: *lui, leur*]
- [Stress: *moi, toi, lui/elle, etc.*]

VERB/VERB PHRASES

- Subject-verb agreement
- Present tense of regular *-er*, [*-ir*, and *-re*] verbs
- Present tense of some basic irregular verbs: *avoir, être, faire, aller*
- Negation, using *ne ... pas/plus*
- [Formation of the *passé composé* with *avoir* and *être*]
- Near future: *aller* + infinitive

SENTENCE PATTERNS: Word order

- Declarative
- Interrogative, using intonation, *est-ce que*, and [inversion]

Cultural Awareness

Students learn about the following aspects of French culture:

Polite and familiar ways of greeting, leave taking, telephoning, etc.

The basic distinction between *tu* and *vous* and their usage

[Family life: ties, traditions, customs]

[Eating customs: mealtimes, common foods and beverages found in some areas of the French-speaking world, and etiquette.]

[French speaking areas of the world]

[Highlights of French influence in the United States: architecture, history, language]

[School life: courses, subjects]

[Names of the most common holidays and some facts about holiday celebrations in parts of the French-speaking world]

[Leisure-time activities: sports, games]

[Artistic life: songs, music, dance, visual arts]

NOTE [] indicates material identified as receptive skill (see Preface).

FRENCH II

TITLE: FRNCH 2 R French II, Regular

COURSE: 752415

DESCRIPTION: A second-year course for students of French as a Foreign Language. Reading and writing receive more emphasis, while the development of conversational skills remains the primary objective. Through the use of guided conversations utilizing language structures from course content, the students will continue to develop listening-speaking skills, and will increase their awareness of and appreciation for the cultures of the French-speaking world.

SELECTION CONSIDERATIONS: The student is expected to have completed 752315, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H FRNCH 2 Honors French II

COURSE: 752425

DESCRIPTION: An accelerated second-year course for students of French as a Foreign Language. Reading and writing receive greater emphasis, while oral communication remains the primary objective of the course. There is an increased attention to fundamental language structures and to the reading and writing of content which has been mastered at the oral level. The students will continue to develop listening-speaking skills through the use of guided conversations, and will increase their awareness of and appreciation for the cultures of the French-speaking world.

SELECTION CONSIDERATIONS: The student is expected to have completed one year of previous study of French as a Foreign Language, or its equivalent, and teacher recommendation. Florida Scholar's Program. (Grades 9-12)

FRENCH II - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students are able to ask and answer questions and make statements when talking about practiced material learned in the course. There are some emerging signs of spontaneity and some increase in length of utterances. Their expressions are marked by frequent pauses and much incorrect usage due principally to word-by-word translation, first language interference, and lack of mastery of such basic structures as verb forms and noun adjective agreement.	Students communicate on a very basic level in situations, such as asking street directions, ordering in a restaurant, or making simple conversation about familiar activities. They have limited ability in: creating original, simple sentences and in asking questions on familiar topics and virtually no ability in using learned structures in new context. They will be under stood mainly by persons who are accustomed to dealing with non-French speakers. Vocabulary is adequate to express elementary needs.
LISTENING	Students have sufficient comprehension to understand learned course material, especially in familiar situations, e.g., in a conversation between a customer and a waiter in a restaurant. They will understand standard speech with difficulty and will often require repetition, rephrasing and a slowed rate of speed for comprehension, even when listening to the teacher who is used to simplifying and repeating the text.	Students are able to understand some spoken French limited to learned vocabulary. The phrases recognized have for the most part been memorized. In a native situation the students' comprehension rarely exceeds more than isolated words and phrases and is characterized by repeated requests to slow down, or to repeat. Misunderstandings will occur from inability to understand paragraph-length utterances or to perceive critical sounds, e.g., verbs endings.
READING	Students comprehend essential information in controlled, uncomplicated printed materials, such as, cultural readings, simple dialogs, short poems and standard messages. Details may be overlooked or misunderstood.	Students are able to read brief narratives and messages containing learned vocabulary and structures limited to common verbs mostly in the present tense, and high-frequency adjectives and adverbs. They can read such material as some menu items, standard messages for instructional purposes, some public signs.
WRITING	Students are able to write simple questions and answers, or guided paragraphs, based on learned course content with inaccuracies in spelling and grammar. They can write from dictation but still make spelling errors in the sounds that present the most difficulty.	Students are able to write short messages to convey basic information, such as state of health, whereabouts, etc. Their writing will contain frequent orthographic, lexical and structural errors.

FRENCH II - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Phonology**
Students review and expand on previously taught lexical items as well as practice additional vocabulary pertinent to these topics: [Terms related to shopping - money transactions - metric measurements - gifts, etc.] [Planning a trip, taking a vacation and related activities] [Common health expressions, including parts of the body] [Additional foods and related vocabulary] [Recreational activities] Numbers: ordinals and cardinal numbers, arithmetic, [the of decimal, prices, etc.] [Terms related to work, careers, and employment] Terms related to [giving] and following directions [School life activities] [Furniture and rooms in a house] [Festive occasions] [Movies and television shows] [Daily routines] Common adverbs [Additional idiomatic expressions]	Students continue to review and practice the following: The French sound system Liaison, e.g., *les étudiants, un grand hôtel, etc.* Intonation patterns that approximate the natural flow and rhythm of French Open and closed vowels Retention and dropping of *e muet* Retention or dropping of final written consonants Letter/sound correspondence, e.g., various spellings of the *é* sound

FRENCH II - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review all previously taught grammatical concepts and in addition practice the following structures:

NOUN PHRASES/PRONOUNS

DETERMINERS

- Contracted articles: *au, aux, du, etc*
- Partitive articles: affirmative and [negative] : *du, de la, de l', des* [*de, d'*]
- Possessive adjectives: *mon, ton, son, notre, ... , mes, ..., etc.*
- Demonstrative adjectives: *ce, cet, cette, ces* [with *-ci* or *-là*]

[ADJECTIVES: position and agreement of most commonly used adjectives]

PRONOUNS

- [Direct object: *me, te, le/la, etc.*]
- [Indirect object: *me, te, lui, etc.*]
- Stress: *avec moi, chez lui, etc.*
- Reflexive: *me, te, se, nous, etc.*
- [Interrogative: *qui, que, quoi*]

VERBS/VERB PHRASES

- Present tense of regular *-er*, *-ir*, and *-re* verbs.
- [Additional high-frequency irregular verbs in the present]
- [Most common stem changing verbs: *e > è, é > è, l > ll*]
- Imperative of learned verbs except *avoir* and *être*
- [Recent past: *venir de* + infinitive]
- Formation of the *passé composé* with *avoir* and *être*
- [High-frequency irregular past participles]
- [Agreement of the past participle in the *passé composé* with *être*]
- Formation of the *imparfait*
- [Usage of *passé composé* vs. *imparfait*]
- Common reflexive verbs in the present tense
- Use of *savoir* and *connaître*
- Sentence Constructions
  - Negative with *ne ... plus/rien*
  - [Interrogative with inversion]

Cultural Awareness

Students learn about the following aspects of French culuture:

[Geographical location of major French-speaking countries and their capitals]

[Additional French influences in the USA, e.g., vocabulary, fashion, furniture]

[Shopping and dining French style]

[Additional festivities and traditions]

[Historical highlights of France]

[Additional leisure-time activities, e.g., *le jeu de boules*]

[Regional differences between France and the Francophone world]

[French contributions to the arts, sciences, and the humanities]

[Social customs and etiquette]

[Additional aspects of school life in France]

[Celsius and metric measures; clothing sizes]

[Reading maps, traffic signs, schedules and timetables]

FRENCH III

TITLE: FRNCH 3 R French III, Regular

COURSE: 752515

DESCRIPTION: A third-year course for students of French as a Foreign Language, with emphasis on the further development of conversational skills and with emphasis on the integration of all four skills: listening, speaking, reading, and writing. Contemporary vocabulary stresses activities which are important to understanding the culture of the French-speaking people.

SELECTION CONSIDERATIONS: The student is expected to have completed 752415, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H FRNCH 3 Honors French III

COURSE: 752525

DESCRIPTION: An accelerated third-year course for students of French as a Foreign Language, with emphasis on expanding the students' vocabulary and developing extemporaneous conversational skills. Students read and discuss contemporary texts and strengthen their understanding of both cultural and grammatical concepts through cultural and linguistic analysis.

SELECTION CONSIDERATIONS: The student is expected to have completed 752425 or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

FRENCH III - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	**In a non-classroom setting**
SPEAKING	In a drill or exercise situation students can produce sentence-length utterances using the structures they have studied. On familiar topics, students can ask and answer questions, and maintain short, directed face-to-face conversations. Carefully structured classroom activities permit some creativity in language production when discussing topics beyond basic survival needs, such as, personal recreational activities.	Students are able to satisfy survival needs and minimun courtesy requirements. They can initiate and respond to simple statements and sustain uncomplicated conversations with some errors, but they are also able to ask for repetition and clarification of meanings. They will be understood by people used to dealing with non-French speakers.
LISTENING	Students can understand classroom instructions and explanations, as well as textbook material spoken by the teacher or recorded. They can understand such things as explanations of vocabulary, descriptions of visual material, and plot summaries of stories or movies.	Students can understand speech on familiar topics directed to them when the utterances are spoken by individuals used to dealing with non-French speakers and when time is allowed between sentences for assimilation and comprehension. They also understand the main points of standard native speech when those utterances are supported by visual material, such as illustrations, maps, printed matter, films, gestures, etc.
READING	With guidance, students can comprehend at the literal level edited material such as short stories and readings on cultural topics. They can also understand standard menus, simple advertisements, and some other print media intended for native speakers. With the aid of a dictionary, they can read newspaper articles and simple poems for comprehension of main ideas.	Students can read and understand a simple paragraph for information or social purposes, such as invitations, personal letters, and announcements. They can identify the main ideas in simple, non-technical narratives, such as newspapers and magazine articles and other print media. They can guess at meanings when the context is clear.
WRITING	Students can write paragraphs and letters on topics based on personal experience, such as their daily routine, likes and dislikes, and everyday events. They can also write summaries and compositions on concrete topics.	Students can write letters of one or two paragraphs in length to meet social and survival needs (e.g., requests for information on lodging and transportation), as well as shorter messages and notes. They can be understood by individuals used to reading French written by non-French speakers.

FRENCH III - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. They practice additional vocabulary pertaining to the following topics: All ordinal and cardinal numbers General correspondence Travel terms; - trip preparation - modes: public (plane, train, etc.) private (car, bike, etc.), Weather conditions and reporting Leisure activities, daily routines, vacations and leisure activities Cooking and foods Holidays, folklore, and family traditions Some medical and personal hygiene terms Jobs and careers Ecology Media Some musical and recording instruments	Students learn about the following aspects of French culture: Geographical information, and historical landmarks The concept of family Some of the components of French music, drama and visual arts Some of the common priorities, values and customs found in the French-speaking world Food preparation and diet Folkloric festivities and traditions Some historical personages of the French-speaking world Selections from French-language poetry, and short prose readings Formula for changing Fahrenheit to Celsius

FRENCH III - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review and expand on previously taught grammatical concepts and in addition practice the following:

NOUN PHRASES/PRONOUNS

- Comparative and superlative of adjectives and adverbs
- [*Y* and *en*]
- [Relative pronouns, with and without prepositions, e.g., *qui, que, dont, etc*]
- [Demonstrative pronouns: *celui, celle, ceux, celles, ceci, cela*]
- [Double object pronouns: *Je le lui donne.*]
- [Position of object pronouns]
- Interrogative: *qui, que, (avec) quoi, etc.*
- [Use of stress pronouns for emphasis and possession]

VERB/VERB PHRASES

- Recent past: *venir de* + infinitive
- Agreement of the past participle in the *passé composé* [of *avoir*] and *être*
- [Reflexive verbs in the *passé composé* and *imparfait*]
- [Usage of *passé composé* vs. *imparfait*]
- Formation of future tense
- Formation of the present conditional
- [*Si* -clauses: present/future or imperative, imperfect/present conditional]
- [Introduction of present participle and use with *en*]
- [Formation of present subjunctive of high-frequency verbs and some limited uses, e.g., after *il faut que* , some verbs of volition and expressions of feeling]

OTHER STRUCTURES

- *De* plus noun to modify another noun, e.g., *la classe d'anglais*
- Difference between use of definite article, indefinite article and partitive article, e.g., *La limonade est bonne; Une limonade, s'il ... .*
- Omission of definite and indefinite articles, e.g., *Je parle chinois. Il est américain. etc.*
- Additional negations, e.g., *ne ... que, ne ... personne, ne ... ni ...ni*
- [*Depuis* and *il y a* with expressions of time]
- [*Après* + past infinitive: *Après avoir fini son travail, il est sorti*]
- [Preposition + infinitive, e.g., *Il a traversé la rue sans regarder*]

SENTENCE PATTERNS

- [Complex sentences with relative clauses and the subjunctive]

FRENCH IV

TITLE: FRNCH 4 R French IV, Regular

COURSE: 752615

DESCRIPTION: A fourth-year course for students of French as a Foreign Language. In this course the students will learn more advanced language structures, with an emphasis on applying them to oral and written communication on specific topics, such as current events and the analysis of their reading. Culture is presented through reading highlighting historical and contemporary figures and events taken from newspapers, magazines, and short stories by contemporary French and Francophone writers. Students are encouraged to write their own compositions and stories creatively as well as practicing their analytical skills.

SELECTION CONSIDERATIONS: The student is expected to have completed 752515, or its equivalent. Florida Scholar's Program. (Grades 8-12)

TITLE: H FRNCH 4 Honors French IV

COURSE: 752625

DESCRIPTION: A fourth-year honors course for students of French as a Foreign Language with emphasis on the development greater facility and spontaneity in oral and written communication on specific topics. French and Francophone literature and cultures are introduced through the study of contemporary writers. Students continue an in-depth study of the structures of the language and are encouraged to write creatively as well as analytically.

SELECTION CONSIDERATIONS: The student is expected to have completed 752525, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

FRENCH IV - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can answer questions and engage in limited discussion about the content of their reading. They can participate in short conversations and can discuss,in a limited way, topics beyond basic survival needs in past and future time.	Students have some spontaneity in conversation. They can ask and answer questions and carry on simple conversations about familiar topics. They begin to develop the linguistic flexibility necessary to deal with details and special needs. They are comprehensible to individuals used to dealing with non-French speakers.
LISTENING	Students understand classroom discussions and longer explanations by the teacher when these contain familiar vocabulary and learned structures. Main ideas or dialogs in films and other auditory stimuli previously introduced can be understood. They can sometimes, but not always, distinguish time sequences.	Students understand most of general or social conversation directed to them. They can understand main ideas, in a non-interactive listening situation, such as watching a movie or television show, especially when the auditory stimuli are supported by visual material.
READING	With the use of a dictionary, students can read short stories, selected authentic writings in French and some printed media intended for native speakers. With guidance, they can understand main ideas and some details and inferences.	The students comprehend more detailed printed material for informative or social purposes. They can read straightforward newspaper accounts about everyday occurrences. They can guess at unfamiliar vocabulary when contextualized, but may have to read the material several times before understanding it.
WRITING	Students are able to take notes and write compositions and reports for class, based on the reading assignments, using syntactical constructions appropriate to their level. They are able to a lesser extent to write analysis and interpretations of characters and themes.	Students can write social correspondence, take notes, and write cohesive summaries and short narratives and descriptions of factual topics. Elementary constructions are usually handled quite accurately, and writing is understandable to readers not used to the writing of non-French speakers.

FRENCH IV - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	Cultural Awareness
Students review and expand previously taught lexical items. At this level they work to develop depth in the following areas: Autobiography Jobs and careers School [Health] [Idiomatic expressions] [Securing business and social services, such as opening a bank account, exchanging purchases, obtaining insurance] Forms of correspondence Basic literary and historical terms	Students develop a deeper awareness of some of the components of French and Francophone culture by discussing, reading and writing in French about the following: [Historical and cultural facts about French-speaking countries] [Regional differences among various French-speaking groups: Bretons, Normands, Provencaux, Quebecois, Senegalais, etc.] An introduction to several types of literature with universal appeal, e.g., plays, poetry, and short stories [and anecdotes, fables, satire] [Some of the historical and literary heroes/heroines of the French-speaking world] [Differences between urban and rural life: e.g., Paris vs. the provinces] Reciprocal influences in the French-speaking world and the USA

COURSE CONTENT

Morphology/Syntax

Students review and strive to gain greater control of previously learned syntax as it appears in context and expand on the following structures:

NOUN PHRASES/PRONOUNS

- Uses of direct, indirect and reflexive pronouns, e.g., use of reflexive pronouns for reciprocal action
- Use of stress pronouns to express emphasis and in such forms as, *C'est lui que je vois.*
- [Adjectives followed by a preposition, e.g., *agréable à, plein de*]
- [Relative pronouns: *ce que, ce qui* and for *ce dont* include word order]
- Demonstrative pronouns: *celui, celle, ceux, celles, ceci, cela*
- [Possessive pronouns: *le mien, le tien, ... , la mienne, ..., etc.*]
- Interrogative pronouns: *lequel, laquelle, etc.*
- Indirect object pronouns with *falloir* and *manquer: il lui faut, etc.*
- Use of direct object pronoun *le* to replace a clause or an idea, e.g., *Je le crois.*

VERB/VERB PHRASES

- Review the learned tenses of the indicative mood
- Agreement of past participle with and without direct object
- Usage of *passé composé* vs. *imparfait*
- Conditional sentences (*si*-clauses): present/future or imperative sequence, imperfect/conditional sequence
- [Present subjunctive and most common usage]
- [Introduction of the *passé simple*]
- Present participle and use with *en*
- Past infinitive after *après*
- [Recognition of passive voice]
- Verbs and verbal expressions requiring the prepositions: *à, de*

FRENCH V

TITLE: FRNCH 5 R French V, Regular

COURSE: 752715

DESCRIPTION: A fifth-year course for students of French as a Foreign Language. The students will gain greater competence in French through various activities: 1) presenting oral reports on literary and cultural topics, current events and personal experiences; 2) reading selected newspaper and magazine articles, adapted short stories and plays; 3) writing compositions with a high degree of structural accuracy: 4) discussing contemporary writers, and the content of newspaper and magazine articles.

SELECTION CONSIDERATIONS: The student is expected to have completed 752615, or its equivalent. Florida Scholar's Program. (Grades 9-12)

TITLE: H FRNCH 5 Honors French V

COURSE: 752725

DESCRIPTION: A fifth-year honors course for students of French as a Foreign Language. The student gain greater linguistic and cultural competence in French through various activities: 1) study of the political and socio-economic problems of the French-speaking world; 2) study and discussion of the works of contemporary writers with a clear understanding of "L'Esprit Francais"; 3) study of the music, paintings, and lives of famous contemporary composers and artists, and their philosophies and social institutions of the French-speaking world as reflected in contemporary reading selections; 4) extensive writing of compositions and oral presentations and discussions.

SELECTION CONSIDERATIONS: The student is expected to have completed 752625, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

FRENCH V - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can create conversation based on topics and structures studied. They can also summarize a short story or other authentic reading selection, present an oral report on an assigned topic, and act in a skit speaking memorized lines. They can discuss the theme and issues of a story they have read if the discussion is led and structured by the teacher.	Students can speak well enough to satisfy most of their needs and respond to most social demands. They can handle with more confidence and flexibility (but not with fluency) casual conversations about family, school and events outside their immediate personal sphere. Their range of vocabulary and syntax may limit their ability to consistently tell stories or describe events coherently.
LISTENING	Students can understand more complex classroom discussions and explanations by the teacher. They can understand the main ideas and some details of lectures, films and recorded materials. They can distinguish time sequences with greater facility.	Students are able to understand much face-to-face speech in standard French, delivered at close to normal speed. They will sometimes ask for repetition or rewording. They can understand everyday topics, common informative conversation, well-publicized current events and routine matters in all tenses with occasional gaps due to more complex syntax, unfamiliar vocabulary or slang expressions.
READING	Students can better comprehend authentic reading material or specially edited prose, with the use of a dictionary. The material may include newspaper, short stories, cultural and biographical information. They are able to follow essential points at the level of main ideas and some supporting ones, but with occasional misunderstanding. They may react personally to some material, but they need teacher assistance to infer subjective attitudes or values.	Students have a strong enough background to do independent reading and understand most uncomplicated paragraphs without recourse to a dictionary. They can read for pleasure specially prepared fictional narratives or cultural information, and some authentic prose.
WRITING	Students are able to produce uncomplicated compositions, summaries, and biographical data with occasional errors. They can write critiques and interpretations of material studied. They can also write short creative pieces such as narratives, sketches.	Students are able to produce routine social correspondence and descriptions on factual topics. Paragraphs are reasonably unified and coherent. They can write in a style comprehensible.

FRENCH V - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. At this level, they work to develop depth and breadth of vocabulary in the following areas: Correspondence: friendly letters, [business letters] Careers [Vocabulary found in special sections of newspapers and magazines: want ads, comics, editorials, human interest stories] [Current events: unemployment, bilingualism, strikes, pollution war and peace, etc.] [Fashions and fads] [Proverbs - English and French counterparts] [Specialized vocabulary pertaining to fields of interest: sports, music, stamp collecting, car repair, bicycle racing, etc.]	Through discussions and readings in French, students learn about the many aspects of culture found in the French-speaking world. They acquire some of the skills needed to function appropriately in a French environment and they may do the following: Display intellectual curiosity about French cultures Show familiarity with French literature [and discuss individual authors, their specific poems, fables, short stories, dramas and/or novels] Do research on the lives and accomplishments of outstandings French-speaking personalities Develop and exercise the skills necessary to locate and organize information about the French and Francophone cultures obtained from the library, the mass media and from other sources Discuss group stereotyping and its dangers. Discuss value systems in French-speaking and English-speaking cultures.

COURSE CONTENT

Morphology/Syntax

Students review and gain greater control of previously studied morphology/syntax, and also expand on the following:

NOUN PHRASES/PRONOUNS

- Review of all determiners, including function, irregularities, etc.
- Review of all personal pronouns (also *y* and *en*), including function, position, etc.
- Position of pronouns with such verbs as: *faire, laisser, etc.*
- Possessive pronouns: *le mien, le tien, ... , les miennes, ..., etc.*
- Use participles as adjectives
- Position of adjectives when change of meaning occurs, e. g., *propre, etc.*

VERB/VERB PHRASES

- General review of all studied tenses and moods
- Expanded use of conjugated verb + preposition + infinitive
- Study of less common irregular verbs
- Usage of *passé composé* vs. *imparfait*
- Present subjunctive and its various uses
- [Use of subjunctive in constructions with conjunctions, etc.]
- [Use of passive voice in the indicative]
- Formation and use of *plus-que-parfait*, [*conditionnel passé, futur antérieur*]
- [*Passé simple* for recognition]
- *Après* + past infinitive
- [Contrast between reflexive and non-reflexive verb, e.g., *Il se conduit bien en classe/Il conduit bien.*]

OTHER STRUCTURES

- Correct adverb placement
- *Tout* as adverb
- Expanded use of prepositions

SENTENCE PATTERNS

- Review of sentence patterns/structures to include:
  - exclamatory statements
  - complex sentences, with all possible clause relators

FRENCH VI

TITLE: FRNCH 6 R French VI, Regular

COURSE: 757815

DESCRIPTION: A sixth-year course for students of French as a Foreign Language. Emphasis will be on: 1) the reinforcement of the students' ability to communicate and express ideas, feelings and opinions both orally and in writing, and 2) the fuller development of comprehension skills through the study of literary selections. Culture is continuously emphasized through the use of the many modes of communication, e.g., TV, radio, film, and a variety of printed materials.

SELECTION CONSIDERATIONS: The student is expected to have completed 752715, or its equivalent. Florida Scholar's Program. (Grades 9-12)

TITLE: H FRNCH 6 Honors French VI

COURSE: 757825

DESCRIPTION: A sixth-year honors course for the students of French as a Foreign Language. The emphasis is on: 1) the reinforcement of the students' ability to communicate and express ideas, feelings and opinions, both orally and in writing; 2) reading and interpreting works of great French and Francophone writers, while gaining an understanding of major literary movements and their cultural significance.

SELECTION CONSIDERATIONS: The student is expected to have completed 752725, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

FRENCH VI - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can give oral reports on an assigned topic and participate in class discussions on their readings. When discussion is structured by the teacher, they are able to analyse and interpret literary works. In less structured conversations they can talk about themselves and incidents in their personal lives and in the external world in some detail.	Students speak with adequate accurary, fluency and intonation. They can be understood by native speakers. They are able to participate in group discussions and have casual conversations on most familiar topics dealing with everyday activities, current events, and work.
LISTENING	Students can understand most general conversation directed to them. They can grasp the main points and most details of lectures presented by guest speakers and of recorded materials related or pertaining to course content.	Students can understand most social conversations on familiar topics, as well as more detailed conversations or reports on concrete topics of particular interest to them. They are able to detect and comprehend time references and follow the main points and some details of radio and television broadcasts.
READING	Students read with comprehension newspaper selections and magazine articles, non-technical contemporary writing, as well as simple 20th century literature and fiction. They can handle most printed prose materials on familiar subjects. They can react personally to material they have read and may infer subjective attitudes and values.	Students can read with ease most newspaper and magazine articles written for the general public. They can separate main ideas from lesser ones and react to material they have read. They can read for information, direction, and enjoyment. They can derive meaning from context.
WRITING	With minimal guidance, students are able to write analyses and critiques of material they have read. They can also write original compositions on topics of personal interest in present, past, and future time.	Students can prepare correspondence and descriptions on factual topics. They can write fairly detailed resumes and take accurate notes. To a lesser degree, they can express a point of view. They can write on a familiar topic in a style acceptable to a native speaker.

FRENCH VI - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students expand their lexicon and in addition focus on vocabulary related to the following topics: [University life, scholarship, teacher/student attitudes and interaction, problems of housing, career choices and programs of study] Friendship, love, courtship, marriage [Arts and humanities] [Current events: crime, police, politics, economics, etc.] Big city life: population explosion, transportation, housing [Popular French proverbs and familiar sayings] Growing up in the United States contrasted with France; concerns of the young Conversational filler, e.g., *tiens, voyons, ça alors, etc.* Development of more complex functions: starting and ending a conversation, presenting and arguing a point of view, disagreeing, agreeing, showing anger, etc.	Students deepen their cultural awareness of French-speaking people. They move beyond simple facts and begin to include cultural nuances in the language. This is evidenced by the use of conversational fillers and a few appropriate gestures. Factual cultural knowledge and linguistic expressions of culture begin to merge, although such expression is often still very superfical and artificial. Although students are not yet able to tailor language, they are able to distinguish between formal and informal linguistic situations and are able to adapt their speech in the most common formal and informal situations. Students are aware of major cultural differences between France and the various regions of the French-speaking world, e.g., Louisiana, Haiti, Algeria, Belgium, Quebec, etc.

FRENCH VI - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review and gain greater control of previously studied morphology/syntax, and also expand on the following more complicated structures of French:

- Compound tenses, including the *plus-que-parfait, futur antérieur, conditionnel passé*
- *Futur* and *futur antérieur*: [usage with some conjunctions-*quand, dès que, etc.*]
- Avoidance of passive voice with the use of *on* or reflexive forms, e.g., *On a fermé la porte./ La porte s'est fermée.*
- Sequence of learned tenses in indirect discourse
- Subjunctive use with impersonal and adjectival phrases
- [Subjunctive in optional cases. Used to express indirect imperative]
- [Formation and use of past subjunctive]
- Recognition and understanding of literary tenses in reading
- All forms of negatives
- Less common irregular verbs
- Less frequent idioms
- [Inversion in other cases than interrogative sentences]
- Pronouns: *quoique, qui que, quel que, où que*

FRENCH ADVANCED PLACEMENT

TITLE: AP FRNCH 1 Advanced Placement French Language

COURSE: 759035

DESCRIPTION: The contents of this course is guided and determined by the Advanced Placement French Language Course Description, published each year by the College Board.

SELECTION CONSIDERATIONS: The student is expected to have completed at least four years of French study, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

TITLE: AP FRNCH 2 Advanced Placement French Literature

COURSE: 759135

DESCRIPTION: The contents of this course is guided and determined by the Advanced Placement French Literature Course Description, published each year by the College Board.

SELECTION CONSIDERATIONS: The student is expected to have completed at least five years of French study, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

ALTERNATE FRENCH PROGRAM

CONVERSATIONAL FRENCH I

TITLE: FRNCH CN1 Conversational French I

COURSE: 752917

DESCRIPTION: An introductory conversational course geared to meet the needs of future travelers. The emphasis is on oral communication and useful everyday expressions, such as going through customs and securing a hotel room with sufficient language structures to facilitate intelligent listening and speaking comprehension.

SELECTION CONSIDERATIONS: This course is for students with no previous study of French. (Grades 7-12)

CONVERSATIONAL FRENCH I

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students' ability to speak is limited to material that has been learned and practiced. In the context of exercises or drills, they are able to produce simple questions, answers, and descriptions. Pronunciation is accurate at the phonemic level only, and students make frequent errors in pronunciation, intonation, and stress.	Students' ability to speak is limited to material that has been learned and practiced. Most speech consists of one or two word responses to simple questions, and is marked by great effort and hesitation. They recycle the language of the other speaker, and are unable to produce complete sentences of their own or to use the language to express thoughts or give personal information. They are understood, and then often with difficulty, only by individuals such as teachers who are used to dealing with non-native speakers.
LISTENING	Students' ability is limited to understanding short segments of familiar, learned material. It must be spoken clearly and slowly. Misunderstandings arise because of failure to concentrate on utterances longer than one sentence or because of inability to understand new material. Repetition is necessary in many cases.	Students usually detect and understand memorized words and phrases in the context of unfamiliar material when spoken slowly and clearly. They need time between utterances to assimilate and comprehend. They may confuse words of similar sounds such as: *chose/chaise* . They constantly ask the speaker to slow down and to repeat.
READING	Students are able to read and comprehend, but often with the aid of a glossary, materials that they have practiced orally and in written form. They understand most simple, paragraph-length recombined materials involving learned vocabulary and cognates.	Students can comprehend reading material to which they have been exposed in class. They understand set expressions and highly contextualized words and cognates in areas of immediate need, such as signs, menus, and schedules. Their understanding is limited to words and short phrases, and comprehension requires successive rereading and checking.
WRITING	Students can write expressions from previously taught material with some misspellings and inaccuracies. They can write learned material in the form of guided paragraph, dialogs, dictations.	Students can supply some basic information about themselves, such as name, address, and dates, and can write very simple expressions based on learned material. There are frequent errors in spelling and syntax.

CONVERSATIONAL FRENCH I

COURSE CONTENT	
Lexicon	**Phonology**
Students learn and practice reading, writing, listening and using orally items in the following content areas: Greetings, expressions of courtesy and farewells Cardinal numbers to 100 [High-frequency descriptive adjectives: *grand(e), petit(e), bon(ne), américain(e), beau (belle), etc.*] Basic colors: *rouge, bleu, noir, blanc, vert, etc.* [Foods, meals, beverages and basic menu items] [Family members] [Expressions of time: hour, date, days of the week, months, seasons] [Articles of clothing] [Common interrogative words: *Où, comment, quand, pourquoi*] Names of sports, hobbies, games, and pastimes Places in the community: *l'église, la banque, la plage, etc.* [Expressions with *avoir* such as, *J'ai chaud. Il a faim. etc.*] [Weather expressions, e.g., *il fait froid, il pleut, etc.*] Modes of transportation: *avion, autobus, métro, train, etc.* [Commonly used verbs: *parler, aller, demondar, prendre, être, avoir, etc.*] [Common idiomatic expressions, e.g., *il y a, je voudrais, Combien coûte...*	Students are introduced to and practice the following: The elements of the French sound system Intonation and rhythm The association of French sounds with their written symbols Diacritical marks: /´/, /`/, /^/, /ç/ Basic principles of *liaison* Oral and auditory discrimination needed for basic communication.

CONVERSATIONAL FRENCH I

COURSE CONTENT

Morphology/Syntax

Students learn and practice the following structures:

NOUNS/NOUN PHRASES

- Gender and number of nouns

DETERMINERS: agreement in gender and number with noun

- Definite articles: *le, la, les, l'*
- Indefinite articles: *un, une, des*

[ADJECTIVES: position and agreement of the most commonly used adjectives]

- [Possessive adjectives: *mon, ton, son, ... , mes, ... , etc.*]
- [Demonstrative adjectives: *ce, cet, cette, ces*]

PRONOUNS

- Subject: *Je, tu, il/elle, etc.*
- Interrogative: *qui, que*

VERB/VERB PHRASES

- [Subject-verb agreement]
- [Present tense of learned verbs]
- [Imperative of common verbs: *aller, parler, ouvrir, fermer, manger, etc.*]
- [Negative using *ne ... pas*]

SENTENCE PATTERNS: Word order

- Declarative
- Interrogative, using intonation, and *est-ce que*

Cultural Awareness

Students learn about the following aspects of French culture:

Polite and familiar ways of greeting, leave taking, telephoning, etc.

The basic distinction between *tu* and *vous* and their usage

Family life: ties, traditions, customs

Eating customs: mealtimes, common foods and beverages found in some areas of the French-speaking world, and etiquette

[French-speaking areas of the world]

[Names of the most common holidays and some facts about holiday celebrations in parts of the French-speaking world]

Leisure-time activities: sports, games

[Artistic life: songs, music, dance, visual arts]

CONVERSATIONAL FRENCH II

TITLE: FRNCH CN2 Conversational French II

COURSE: 752927

DESCRIPTION: This second-year conversational course is geared to meet the needs of future travelers. Emphasis is on oral communications in practical situations typically confronted in travel, such as activities related to sightseeing, dealing with traffic problems, looking for the services of a doctor or a dentist. The students will review, in oral and written form, the language structures previously presented and develop an understanding of how culture and language are related.

SELECTION CONSIDERATIONS: The student is expected to have completed one year of the study of French as a Foreign Language, or its equivalent. (Grades 7-12)

CONVERSATIONAL FRENCH II

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students are able to ask and answer questions and make statements when talking about practiced material learned in the course. There are some emerging signs of spontaneity and some increase in length of utterances. Their expressions are marked by frequent pauses and much incorrect usage due principally to word-by-word translation, first language interference, and lack of mastery of such basic structures as verb forms and noun adjective agreement.	Students communicate on a very basic level in situations, such as asking street directions, ordering in a restaurant, or making simple conversation about a familiar activity. They have the ability to create original, simple sentences and to ask questions on familiar topics only sporadically, and virtually no ability to use in new context the structures they have learned in the course. They will be understood mainly by persons who are accustomed to dealing with non-French speakers. Vocabulary is adequate to express elementary needs.
LISTENING	Students have sufficient comprehension to understand learned course material, especially in familiar situations, e.g., in a conversation between a customer and a waiter in a restaurant. They will understand standard speech with difficulty and will often require repetition, rephrasing and a slowed rate of speed for comprehension, even when listening to the teacher who is used to simplifying and repeating the text.	Students are able to understand some spoken French within the basic vocabulary of the course content. The phrases recognized have for the most part been memorized. In a native situation the students' comprehension rarely exceeds more than isolated words and phrases and is characterized by repeated requests to slow down, or to repeat. Misunderstandings will occur from inability to understand paragragraph-length utterances or to perceive critical sounds, e.g., verbs endings.
READING	Students comprehend controlled, uncomplicated printed materials for essential information; details may be overlooked or misunderstood.	Students are able to read brief narratives and messages containing learned vocabulary and structures limited to common verbs in mostly the present tense, and high-frequency adjectives and adverbs. They can read such material as some menu items, standard messages for instructional purposes, some public signs.
WRITING	Students are able to write simple questions and answers, or guided paragraph, based on learned course content with inaccuracies in spelling and grammar. They can write from dictation but still make errors in spelling in the sounds that present the most difficulty.	Students are able to write short messages to convey basic information, such as state of health, whereabouts, etc. Their writing will contain frequent orthographic, lexical and structural errors.

CONVERSATIONAL FRENCH II

COURSE CONTENT	
Lexicon	**Phonology**
Students review and expand on previously taught lexical items as well as practice additional vocabulary pertinent to these topics: [Shopping: gift items, clothing, sizes, metric system, money transactions] [Planning a trip, taking a vacation and related activities] [Common health expressions, including parts of the body: *J'ai mal à la tête, etc.*] Foods and related vocabulary Numbers: cardinal to 100 ordinal to 10 [decimal, prices, etc.] [Terms related to giving and following directions: *à droite, etc.*] [Festive occasions] [Movies and television shows] Daily routines [Domestic animals] [Common idiomatic expressions, e.g., *allons-y, en route, etc.*]	Students continue to review and practice the following: The French sound system Liaison, e.g., *un grand hôtel* Intonation patterns that approximate the natural flow and rhythm of French Retention and dropping of *e muet* Retention or dropping of final written consonants

CONVERSATIONAL FRENCH II

COURSE CONTENT	
Morphology/Syntax	Cultural Awareness
Students review all previously taught grammatical concepts and practice the following structures: **NOUN PHRASES/PRONOUNS** • [Contracted articles: *au, aux, du, des*] • [Partitive articles: *du, de la, de l', des, de, d'*] PRONOUNS • [Stress: *moi, toi, lui/elle, etc.*] • [Interrogative: *(avec) quoi, chez qui, etc.*] **VERBS/VERB PHRASES** • Present tense of regular *-er*, [*-ir*, and *-re* verbs] • [Additional high frequency irregular verbs in the present tense: *faire, vouloir, pouvoir, dire, prendre, etc.*] • Near future: *aller* + infinitive • [Near past: *venir de* + infinitive]	The students learn about the following aspects of French culture: Geographical location of major French-speaking countries and their capitals French influence in the USA, e.g., vocabulary, fashion, furniture [Shopping and dining French style] Additional festivities and traditions [Historical highlights of France] Additional leisure-time activities, e.g., *le Tour de France* [Regional differences between France and the Francophone world] [French contributions to the arts, sciences, and the humanities] [Social customs and etiquette] [Celsius and metric measures] [Reading maps, traffic signs, schedules and timetables]

REGULAR GERMAN PROGRAM

GERMAN I

TITLE: GERMAN 1R German I, Regular

COURSE: 753315

DESCRIPTION: A beginning course for students of German as a Foreign Language, with emphasis on listening comprehension and speaking, and with an introduction to reading, writing in German. The students will learn basic everyday language structures and vocabulary, working towards the improvement of pronunciation and communication skills.

SELECTION CONSIDERATIONS: This course is for students with no previous study and/or knowledge of German. Florida Scholar's Program. (Grade 7-12)

GERMAN I - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	**In a non-classroom setting**
SPEAKING	Students' ability to speak is limited to material that has been learned and practiced. In the context of exercises or drills, they are able to produce simple questions, answers, and descriptions, with fairly accurate pronunciation.	Students' ability to speak is limited to material that has been learned and practiced. Most speech consists of one or two word responses to simple questions, and is marked by great effort and hesitation. They recycle the language of the other speaker, and are unable to produce complete sentences of their own or to use the language to express thoughts or give personal information. They are understood, and then often with difficulty, only by individuals such as teachers who are used to dealing with non-native speakers.
LISTENING	Students' ability is limited to understanding short segments of familiar, learned material. It must be spoken clearly and slowly. Misunderstandings arise because of failure to concentrate on utterances longer than one sentence or because of inability to understand new material. Repetition is necessary in many cases.	Students usually detect and understand memorized words and phrases in the context of unfamiliar material when spoken slowly and clearly. They need time between utterances to assimilate and comprehend. They may confuse words of similar sounds such as: *schon/schön* . They constantly ask the speaker to slow down and to repeat.
READING	Students are able to read and comprehend, but often with the aid of a glossary, materials that they have practiced orally and in written form. They understand most simple, paragraph-length recombined materials involving learned vocabulary and cognates.	Students can comprehend reading material to which they have been exposed in class. They understand set expressions and highly contextualized words and cognates in areas of immediate need, such as signs, menus, and schedules. Their understanding is limited to words and short phrases, and comprehension requires successive rereading and checking.
WRITING	Students can write expressions from previously taught material with some misspellings and inaccuracies. They can write learned material in the form of guided paragraphs, dialogs, and dictations.	Students can supply some basic information about themselves, such as name, address, and dates, and can write very simple expressions based on learned material. There are frequent errors in spelling and syntax.

GERMAN I - FOREIGN LANGUAGE

COURSE CONTENT

Lexicon

Students learn and practice reading, writing, understanding and using orally items in the following content areas:

- Greetings, expressions of courtesy and farewells
- Common classroom vocabulary such as objects and directions
- Numbers, simple addition and subtraction
- Colors
- Family members and relationships
- Hign-frequency descriptive, predicated adjectives only, such as nationality, age, and personal characteristics, e.g., *deutsch, jung, gross, schön, etc.*
- Foods, beverages, meals, and restaurant terms
- Expressions of time: hour, date, days of the week, months, seasons
- Articles of clothing
- Occupations
- Common interrogative words: *wer, was, wo, wann, wie, warum*
- Common prepositions with accusative: *durch, für, ohne, gegen, um*
- Names of sports, hobbies, games, and pastimes
- Places in the community: *der Markt, die Schule, die Kirche, etc.*
- Expressions with *haben* such as: *Ich have so viel auf*
- Weather expressions
- Commonly used irregular verbs, e.g., *haben, sein, helfen, essen, werfen, legen, geben, sprechen*
- Rooms and furniture of a house
- Common idiomatic expressions: *Es gibt*

Phonology

Students are introduced to and practice the following:

The elements of the German sound system

Intonation and rhythm

The association of German sounds with their written symbols

Long vs. short vowel sounds, e.g., *Bett, Beet*

Pure vs. umlauted vowel sounds

Diphthongs: *au, ai, ei, eu, etc.*

Letter/sound correspondence especially for the following: */l/, /r/, /ich/* and */ach/, /s/ /chs/, /ck/, /dt/, /j/, /sch/, /st/, /sp/, /ss/, /th/, /v/, /w/, /z/, /h/, etc.*

Diacritical mark: umlauts (¨)

Oral and auditory discrimination needed for basic communication.

GERMAN I - FOREIGN LANGUAGE

COURSE CONTENT	
Morphology/Syntax	**Cultural Awareness**
Students learn and practice the following structures: **NOUNS/NOUN PHRASES** Limited to the nominative and [accusative] cases • Gender, number and capitalization of nouns DETERMINERS: Agreement in gender, number and case with noun • [Definite articles: *der, die, das*] • [*Ein/kein*-words:*ein, eins, etc.*] • Possessive adjectives:*mein, dein, etc* • [*Dieser* -words:*Dieser,Jeder, Welcher*] PREDICATED ADJECTIVES PRONOUNS - • Nominative: *ich, du, er, sie, etc.* • [Accussative: *mich, dich, ihn, etc.*] **VERB/VERB PHRASES** • Subject-verb agreement • Present tense of weak and [strong] verbs • [Introduction to verbs with separable prefixes] • Present tense of *haben* and *sein* • [Present tense of stem changing verbs: e > i, e > ie, a > ä] • Future tense • Present tense of modals: *mögen, möchten, etc.* **SENTENCE PATTERNS** Word Order • Verb in second position • [Word order in questions] • [Word order with commands] • [Word order with *nicht*] • [Introduction to inverted word order after: *dann, hier, etc.*]	Cultural content should include the following: Polite and familiar ways of greeting, leave taking, etc. Form of address: *Sie* vs. *du* Eating customs: common foods and beverages found in areas of the German-speaking world Leisure-time activities: sports, games School life: courses, subjects, etc. [Social customs] [Names of the most common holidays and some facts about holiday celebrations in parts of the German-speaking world, e.g., Oktoberfest] [Basic geographical concepts] [Artistic life: songs, music, dance, visual arts] [Traffic rules and public signs] [Metric system: weigth, length]

NOTE: [] indicates material identified as receptive skill (See Preface).

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GERMAN II

TITLE: GERMAN 2 R German II, Regular

COURSE: 753415

DESCRIPTION: A second-year course for students of German as a Foreign Language. Reading and writing receive more emphasis, while the development of conversational skills remains the primary objective. Through the use of guided conversations utilizing language structures from course content, the students will continue to develop listening-speaking skills, and will increase their awareness of and appreciation for the cultures of the German-speaking world.

SELECTION CONSIDERATIONS: The student is expected to have completed 753315, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H GERMN 2 Honors German II

COURSE: 753425

DESCRIPTION: An accelerated second-year course for students of German as a Foreign Language. Reading and writing receive greater emphasis, while oral communication remains the primary objective of the course. There is an increased attention to fundamental language structures and to the reading and writing of content which has been mastered at the oral level. The students will continue to develop listening-speaking skills through the use of guided conversations, and will increase their awareness of and appreciation for the cultures of the German-speaking world.

SELECTION CONSIDERATIONS: The student is expected to have completed one year of previous study of German as a Foreign Language, or its equivalent, and teacher recommendation. Florida Scholar's Program. (Grades 9-12)

GERMAN II - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students are able to ask and answer questions and make statements when talking about practiced material learned in the course. There are some emerging signs of spontaneity and some increase in length of utterances. Their expressions are marked by frequent pauses and much incorrect usage due principally to word-by-word translation, first language interference, and lack of mastery of such basic structures as verb forms, gender and number of nouns and noun adjective agreement.	Students communicate on a very basic level in situations, such as asking street directions, ordering in a restaurant, or making simple conversation about a familiar activity. They have the ability to create simple sentences and questions on familiar topics with limited ability to use in new context the structures they have learned in the course. They will be understood mainly by persons who are accustomed to dealing with non-German speakers. Vocabulary is adequate to express basic needs.
LISTENING	Students have sufficient comprehension to understand learned course material, especially in familiar situations, e.g., in a conversation between a customer and a waiter in a restaurant. They will understand standard speech with difficulty and will often require repetition, rephrasing and a slowed rate of speed for comprehension, even when listening to the teacher who is used to simplifying and repeating the text.	Students are able to understand some spoken German within the basic vocabulary of the course content. The phrases recognized have for the most part been memorized. In a native situation the students' comprehension rarely exceeds more than isolated words and phrases and is characterized by repeated requests to slow down, or to repeat. Misunderstandings will occur from inability to understand long utterances or to perceive critical sounds, e.g., case markers.
READING	Students comprehend controlled, uncomplicated printed materials for essential information; details may be overlooked or misunderstood.	Students are able to read brief narratives and messages containing learned vocabulary and structures limited to common verbs in mostly the present tense, and high-frequency adjectives and adverbs. They can read such material as some menu items, standard messages for instructional purposes, some public signs.
WRITING	Students are able to write simple questions and answers, or guided paragraph, based on learned course content with inaccuracies in spelling and grammar. They can write from dictation but still make errors in spelling in the sounds that present the most difficulty.	Students are able to write short messages to convey basic information, such as state of health, whereabouts, etc. Their writing will contain frequent orthographic, lexical and structural errors.

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GERMAN II - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	Phonology
Students review and expand previously taught lexical items as well as practice additional vocabulary pertinent to these topics: Numbers: ordinals and cardinal numbers, arithmetic, the use of decimal, prices, etc. Terms related to going to the restaurant, post office, and places in the community Terms related to the house and to home life: daily routines, [housework, garden work] [Travel and holiday activities: vacations, festivals, fairs, hotels, inns, etc.] Pets and [other animals] [Some commonly used regional expressions and idioms] Modes of transportation Common health expressions, including [parts of the body] Terms related to shopping: - money transactions - gift items, etc Movies and television shows Terms related to [giving] and following directions Some terms related to leisure time activities: movies, T.V., sports, hobbies, etc.	Students continue to review and practice the following in addition: The German sound system Intonation patterns that approximate the natural flow and rhythm of German Syllabication of words Letter/sound correspondence, especially for: - initial /c/, /ps/, /ch/ - final /tion/, /ch/ - plus these clusters /pf/, /zw/, /ch/ /qu/ and /chs/

GERMAN II - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review all previously taught grammatical concepts and additionally practice these concepts for receptive or productive control:

NOUN PHRASES/PRONOUNS Limited to the nominative, [accusative and dative] cases

DETERMINERS:

- Definite and indefinite articles
- Possessesive adjectives
- *Dieser*-words

PRONOUNS:

- [Position of double object]
- Interrogative:
- [Introduction to *da* and *wo* compounds]

VERBS/VERB PHRASES

- Present perfect tense of weak, [strong, irregular and] verbs
- [Verbs followed by dative: *danken, etc.*]
- [Imperative of verbs studied]
- [Placement of modals and separable prefixes]

SENTENCE PATTERNS Word order
- Declarative
- Negative
- Interrogative
- [Adverbial prepositional phrases]

OTHERS

- Adverbs
- [Preposition with accusative and dative cases]

Cultural Awareness

Students learn about the following aspects of German culture:

Geographical introduction to Austria, Germany and Switzerland

Shopping and dining German style

Additional festivities and traditions

Social customs and etiquette

Regional differences between Germany and the German-speaking world

[Reading maps, traffic signs, schedules and timetables]

[Metric system]

[Introduction to traditonal folk literature: fairy tales, legends, etc.]

GERMAN III

TITLE: GERMAN 3 R German III, Regular

COURSE: 753515

DESCRIPTION: A third-year course for students of German as a Foreign Language, with emphasis on the further development of conversational skills and with emphasis on the integration of all four skills: listening, speaking, reading, and writing. Contemporary vocabulary stresses activities which are important to understanding the culture of the German-speaking people.

SELECTION CONSIDERATIONS: The student is expected to have completed 753415, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H GERMN 3 Honors German III

COURSE: 753525

DESCRIPTION: An accelerated third-year course for students of German as a Foreign Language, with emphasis on expanding the students' vocabulary and developing extemporaneous conversational skills. Students read and discuss contemporary texts and strengthen their understanding of both cultural and grammatical concepts through cultural and linguistic analysis.

SELECTION CONSIDERATIONS: The student is expected to have completed 753425 or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

GERMAN III - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	In a drill or exercise situation students can produce sentence-length utterances using the structures they have studied. On familiar topics, students can ask and answer questions, and maintain short, directed face-to-face conversations, based on learned material, with some creativity in language production.	Students are able to satisfy survival needs and minimun courtesy requirements. They can initiate and respond to simple statements. They are able to ask for repetition and clarification of meanings. They will be understood by people used to dealing with non-German speakers.
LISTENING	Students can understand classroom instructions and explanations, as well as textbook material spoken by the teacher or recorded. They can understand such things as explanations of vocabulary, descriptions or explanations of visual material. They can comprehend stories and movies dealing with familiar topics.	Students can understand speech on familiar topics directed to them when the utterances are spoken by individuals used to dealing with non-German speakers and when time is allowed between sentences for assimilation and comprehension. They also understand the main points of standard native speech when those utterances are supported by visual material, such as illustrations, maps, printed matter, films, gestures, etc.
READING	With guidance, students can comprehend at the literal level extended edited material such as short stories and readings on cultural topics. They have limited comprehension of media intended for native speakers, such as some advertisements.	Students can read and understand a simple paragraph for information or social purposes, such as invitations, personal letters, and announcements. They can identify the main ideas in simple, non-technical narratives. They can guess at meanings when the context deals with familiar topics.
WRITING	Students can, with limited ability, write paragraphs, letters, summaries and compositions on concrete topics with the aid of dictionary and textbooks.	Students can, with limited grammatical accuracy, write letters of one or two paragraphs in length to meet social and survival needs (e.g., requests for information on lodging and transportation), as well as shorter messages and notes, which can be understood by individuals used to reading German written by non-German speakers.

GERMAN III - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. They practice additional vocabulary pertaining to the following topics: All ordinal and cardinal numbers General correspondence [Travel terms: -trip preparation -modes: public (plane, train, etc) private (car, bike, etc.)] Weather conditions and [reporting] Leisure activities, daily routines, vacations and leisure activities Holidays, [folklore,] and family traditions Some [medical] and personal hygiene terms Jobs and careers [Terms related to nature, ecology, etc.] [Terms related to media]	Students learn about some of the similarities and differences in the English-speaking and German speaking world. Topics for discussion may include the following: [Geographical information, and historical landmarks] The concept of family Some of the components of German music, drama and [visual arts] Some of the common priorities, values and customs found in the German-speaking world Folkloric festivities and traditions Some historical personages of the German-speaking world Selections from German-language poetry, and short prose readings

GERMAN III - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review and expand on materials already taught and in addition practice the following:

NOUN PHRASES/PRONOUNS Limited to the nominative, accusative, dative, and [genitive] cases

Articles: definite and indefinite

[Noun phrase with preceding adjective]

Position in genitive case

[Agreement of adjective when preceding noun]

Ordinal numbers and cases: *der dritte, den dritten, etc.*

Comparative and superlative of adjectives

VERB/VERB PHRASES

[Narrative past tense, regular and irregular verbs, including *haben*, *sein*, *werden* , and modals]

[Present prefect of modals: *Er wird es gehabt haben.*]

Present perfect of irregular verbs

Past perfect: *Er hatte es gehabt.*

[Reflexive verbs with accusative and dative: *Ich wasche mich ... , Ich wasche mir die Hände.*]

OTHER STRUCTURES

Position of reflexive pronouns

[Position of adverbial expression of time, manner and place]

Word order in present perfect and past tense: *Er hat es in der Hand gehabt. Er hatte es in der Hand.*

[Prepositions using genitive case: *ausserhalb, jenseits, etc.*]

[Special uses of *ja, doch, dass: Da kommt er ja schon. etc.*]

Infinites as nouns, also when following *beim* and *zum: Beim Schwimmen*

SENTENCE PATTERNS

Inverted and with dependent clauses

GERMAN IV

TITLE: GERMAN 4 R German IV, Regular

COURSE: 753615

DESCRIPTION: A fourth-year course for students of German as a Foreign Language. In this course the students will learn more advanced language structures, with an emphasis on applying them to oral and written communication on specific topics, such as current events and the analysis of their reading. Culture is presented through reading highlighting historical and contemporary figures and events taken from newspapers, magazines and short stories by contemporary German writers. Students are encouraged to write their own compositions and stories creatively as well as practicing their analytical skills.

SELECTION CONSIDERATIONS: The student is expected to have completed 753515, or its equivalent. Florida Scholar's Program. (Grades 8-12)

TITLE: H GERMN 4 Honors German IV

COURSE: 753625

DESCRIPTION: A fourth-year honors course for students of German as a Foreign Language with emphasis on the development of greater facility and spontaneity in oral and written communication on specific topics. German literature and culture are introduced through the study of contemporary writers. Students continue an in-depth study of the structures of the language and are encouraged to write creatively as well as analytically.

SELECTION CONSIDERATIONS: The student is expected to have completed 753525, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

GERMAN IV - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can answer questions and engage in limited discussion about the content of their reading. They can participate in short conversational topics and can, if the classroom activity is carefully structured, talk in a limited way about events in past and future time.	Students have some spontaneity in conversation. They can ask and answer questions and carry on simple conversations about familiar topics. They begin to develop the linguistic flexibility necessary to deal with details and special needs. They are comprehensible to individuals used to dealing with non-German speakers.
LISTENING	Students understand classroom discussions and longer explanations by the teacher when these contain familiar vocabulary and learned structures. Main ideas or dialogs in films and other auditory stimuli previously introduced can be understood. They can sometimes, but not always, distinguish time sequences.	Students have increased understanding of general or social conversation directed to them. In a non-interactive listening situation, such as watching a movie or television show. they understand main ideas, especially when the auditory stimuli are supported by visual material.
READING	With the use of a dictionary, students can read short stories, selected authentic writings in German, and some printed media intended for native speakers. With guidance, they can understand main ideas and some details and inferences.	The students comprehend more detailed printed material for informative or social purposes. They can read straight forward newspaper accounts about everyday occurrences. They can guess at unfamiliar vocabulary when contextualized, but may have to read the material several times before understanding it.
WRITING	Students are able to take notes and write compositions and reports for class, based on the reading assignments, using syntactical constructions appropriate to their level, with the aid of textbooks. They are able to a lesser extent to write analysis and interpretations of characters and themes. They can also write short creative pieces such as sketches, with limited accuracy.	Students can write social correspondence, take notes, write cohesive summaries, short narratives and descriptions of factual topics with limited accurary in sentence structure.

GERMAN IV - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. At this level they work to develop depth and broaden their vocabulary in the following areas: Autobiography Jobs and career School Health [Idiomatic expressions] [Forms of correspondence] Topics related to reading assignments [Historical: Post-WWII Germany] [Consumer information, e.g., directions, instruction on usage and care of product, advertisement, price, etc.]	Students develop a deeper awareness of some of the components of German culture by discussing, reading and writing in German about the following: Historical and cultural facts about German-speaking countries Regional differences among various German-speaking groups: Berliner, Bayer, Schweizer, etc. An introduction to several types of literature with universal appeal, e.g., plays, poetry, and short stories [and anecdotes, fairy tales] Some of the historical and literary heroes/heroines of the German-speaking world [Differences between urban and rural life: e.g., Berlin or München vs. Alpine region] German influence in the USA

GERMAN IV - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review and strive to gain greater control of previously learned syntax as it appears in context and expand on:

NOUN PHRASES/PRONOUNS

Personal pronouns in all cases: *ich, mich, mir, etc.*

Es as a subject: ... *das Mädchen. Es war so schön wie die Mutter.*

Adjectives and verbs as nouns: *Das Göttliche ... . Turnen ist gesund.*

VERB/VERB PHRASES

Review indicative moods

[Introduction to subjunctive I and II: *Hätte ich das gewusst, etc.*]

[Passive voice, including word order: *Der Briefträger wurde gebissen.*]

Infinitives with or without *zu* : *Wir kommen zu bezahlen. Wir müssen bezahlen.*

[Use of *helfen lassen: Sie müssen sich bei dieser Arbeit helfen lassen.*]

[Use of double infinitive: *Sie wollen gehen. Sie haben gehen wollen.*]

OTHERS

[Relative pronouns: *Der Mann, der das gesagt hat ... .*]

Special use of *daneben: Daneben gibt es auch noch andere Möglickeiten.*

[Demonstratives: *derselbe, dieselbe, dasselbe - Das ist derselbe Mann, ..*]

SENTENCE PATTERNS

Dependent and independent phrases with compound verbs

GERMAN V

TITLE: GERMAN 5 R German V, Regular

COURSE: 753715

DESCRIPTION: A fifth-year course for students of German as a Foreign Language. The students will gain greater competence in German through various activities: 1) presenting oral reports on literary and cultural topics, current events and personal experiences; 2) reading selected newspaper and magazine articles, adapted short stories and plays; 3) writing compositions with a high degree of structural accuracy: 4) discussing contemporary writers, and the content of rewspaper and magazine articles.

SELECTION CONSIDERATIONS: The student is expected to have completed 753615, or its equivalent. Florida Scholar's Program. (Grades 9-12)

TITLE: H GERMN 5 Honors German V

COURSE: 753725

DESCRIPTION: A fifth-year honors course for students of German as a Foreign Language. The students gain greater linguistic and cultural competence in German through various activities: 1) study of the political and socio-economic problems of the German-speaking world; 2) study and discussion of the works of contemporary writers; 3) study of the music, paintings, and lives of famous contemporary composers and artists, and their philosophies and social institutions of the German-speaking world as reflected in contemporary reading selections; 4) extensive writing of compositions and oral presentations and discussions.

SELECTION CONSIDERATIONS: The student is expected to have completed 753625, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

GERMAN V - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can create conversation based on topics and structures studied. They can also summarize a short story or other reading selections. They can present an oral report aided by notes, on an assigned topic. They can perform in a skit speaking memorized lines. They can discuss the theme and issues of a story they have read if the discussion is led and structured by the teacher.	Students can speak well enough to satisfy most of their needs and respond to most social demands. They can handle with more confidence and flexibility, but not with fluency, casual conversations about family, school and events outside their immediate personal sphere. Their range of vocabulary and syntax may limit their ability to consistently tell stories or describe events coherently.
LISTENING	Students can understand classroom discussions and longer explanations by the teacher. They can understand the main ideas and some details of lectures, films and broadcasts. They can distinguish time sequences with greater facility.	Students are able to understand much face-to-face speech in standard German. They will sometimes ask for repetition or rewording. With limitations they can understand everyday topics, common informative conversation, well-publicized current events and routine matters in all tenses with occasional gaps due to more complex syntax, unfamiliar vocabulary or slang expressions.
READING	Students can better comprehend a wider range of reading materials, such as edited prose, newspapers, short stories, cultural and biographical information. They are able to follow essential points at the level of main ideas and some supporting ones, but with misunderstanding. They may react personally to some material, but they need teacher assistance to infer subjective attitudes or values.	Students have sufficient background to do independent reading and understand most uncomplicated paragraphs. They can read for pleasure specially prepared fictional narratives, cultural information, and some authentic prose.
WRITING	Students are able to produce uncomplicated compositions, summaries, biographical data and interpretations of material studied, with grammatical errors.	Students are able to produce reasonably unified and coherent paragraphs on factual topics.

GERMAN V - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. At this level, they work to develop depth and breadth of vocabulary in the following areas: Correspondence: friendly letters, [business letters] Careers Vocabulary found in special sections of newspapers and magazines: want ads, comics, [editorials] , human interest stories Current events: unemployment, [pollution] , strikes, war and peace, etc. Fashions and fads Complexities of everyday life Automobiles, bicycles, motorcycles, taxis and modes of transportation in general. [Proverbs, anecdotes, fairy tales - English and German counterparts] Specialized vocabulary pertaining to fields of interest: sports, music, stamp collecting, [chemistry, technology]	Through discussions, readings in German students learn about the many aspects of culture found in the German-speaking world. They acquire some of the skills needed to function appropriately in a German environment and they may do the following: Display intellectual curiosity about German cultures Show familiarity with German literature and discuss individual authors, their specific poems, short stories, [fairy tales, dramas and/or novels] Do research on the lives and accomplishments of outstandings German-speaking personalities Develop and exercise the skills necessary to locate and organize information about the German culture obtained from the library, [the mass media and from other sources] [Discuss group stereotyping and its dangers.] Discuss value systems in German-speaking and English-speaking cultures.

GERMAN V - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review and gain greater control of previously studied morphology/syntax, and also expand on the following:

NOUN PHRASES/PRONOUNS

Review gender, number and case of nouns

VERB/VERB PHRASES

General review of irregular verbs in the present, present perfect narrative past

[Subjunctive with and without *wenn* clauses: *Wenn er gehen würde, könnte er bald da sein. Kämmte sie sich die Haare, würde sie besser aussehen*]

Use of *sich ... lassen* and infinitive to transfer from passive to active mood: *Er lässt sich schlagen.*

SENTENCE PATTERNS Sentence structure and word order

Review of basic structures and compound sentence structures

Review of inverted word order

Review of separable prefixes

Review of phrases with compound verbs

OTHERS

All forms of negation

[Indirect discourse: *Er sagt er würde jetzt abfahren ... Gabi sagte, dass sie kein Glück habe.*]

GERMAN ADVANCED PLACEMENT

TITLE: AP GERMN 1 Advanced Placement - German

COURSE: 759235

DESCRIPTION: The contents of this course is guided and determined by the Advanced Placement German Course Description, published each year by the College Board.

SELECTION CONSIDERATIONS: The student is expected to have completed at least four years of German study, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

ALTERNATE GERMAN PROGRAM

CONVERSATIONAL GERMAN I

TITLE: GERMN CN1 Conversational German I

COURSE: 754117

DESCRIPTION: An introductory conversational course geared to meet the needs of future travelers. The emphasis is on oral communication and useful everyday expressions, such as going through customs and securing a hotel room with sufficient language structures to facilitate intelligent listening and speaking comprehension.

SELECTION CONSIDERATIONS: This course is for students with no previous study of German. (Grades 7-12)

CONVERSATIONAL GERMAN I

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students' ability to speak is limited to material that has been learned and practiced. In the context of exercises or drills, they are able to produce simple questions, answers, and descriptions, with fairly accurate pronunciation.	Students' ability to speak is limited to material that has been learned and practiced. Most speech consists of one or two word responses to simple questions, and is marked by great effort and hesitation. They recycle the language of the other speaker, and are unable to produce complete sentences of their own or to use the language to express thoughts or give personal information. They are understood, and then often with difficulty, only by individuals such as teachers who are used to dealing with non-native speakers.
LISTENING	Students' ability is limited to understanding short segments of familiar, learned material. It must be spoken clearly and slowly. Misunderstandings arise because of failure to concentrate on utterances longer than one sentence or because of inability to understand new material. Repetition is necessary in many cases.	Students usually detect and understand memorized words and phrases in the context of unfamiliar material when spoken slowly and clearly. They need time between utterances to assimilate and comprehend. They may confuse words of similar sounds such as: *schon/schön*. They constantly ask the speaker to slow down and to repeat.
READING	Students are able to read and comprehend, but often with the aid of a glossary, materials that they have practiced orally and in written form. They understand most simple, paragraph-length recombined materials involving learned vocabulary and cognates.	Students can comprehend reading material to which they have been exposed in class. They understand set expressions and highly contextualized words and cognates in areas of immediate need, such as signs, menus, and schedules. Their understanding is limited to words and short phrases, and comprehension requires successive rereading and checking.
WRITING	Students can write expressions from previously taught material with some misspellings and inaccuracies. They can write learned material in the form of guided paragraphs, dialogs, and dictations.	Students can supply some basic information about themselves, such as name, address, and dates, and can write very simple expressions based on learned material. There are frequent errors in spelling and syntax.

CONVERSATIONAL GERMAN I

COURSE CONTENT	
Lexicon	**Phonology**
Students learn and practice reading, writing, understanding and using orally items in the following content areas: Greetings, expressions of courtesy and farewells [Cardinal numbers: 1 to 100] High-frequency descriptive, adjectives: i.e., *gross, klein, etc.* Basic colors Foods, beverages, meals, and restaurant terms Family members [Expressions of time: hour, date, days of the week, months, seasons] Articles of clothing Common interrogative words: *wo, wie, wann, warum* Names of sports, hobbies, games, and pastimes Places in the community: *die Kirche, etc.* Weather expressions, e.g., *Es ist kalt; Es ist heiss.* Modes of transportation [Commonly used verbs, e.g., *sein, sprechen, gehen, geben, haben, nehmen, etc.*], Common idiomatic expressions: *Es gibt ... , etc.*	Students are introduced to and practice: The elements of the German sound system Intonation and rhythm The association of German sounds with their written symbols [Long vs. short vowel sounds, e.g., *Bett/Beet*] Pure vs. umlauted vowel sounds The difference between some certain consonant sound in German and in English Oral and auditory discrimination needed for basic communication.

CONVERSATIONAL GERMAN I

COURSE CONTENT	
Morphology/Syntax	**Cultural Awareness**
Students learn and practice the following structures: **NOUNS/NOUN PHRASES** Limited to the nominative and [accusative] cases • Gender, number and capitalization of nouns DETERMINERS: Agreement in gender, number and case with noun • [Definite articles: *der, die, das*] • [*Ein* /*kein*-words: *ein, eine/kein, etc.*] • Possessive adjectives: *mein, dein, etc* • [*Dieser*-words: *dieser, jeder, welcher*] PREDICATED ADJECTIVES PRONOUNS: • Nominative: *ich, du, er/sie, etc.* • [Accussative: *mich, dich, ihn, etc.*] **VERB/VERB PHRASES** • Subject-verb agreement • Present tense of weak and [strong] verbs • Present tense of *haben* and *sein* • Future tense • [Present tense of modals: *mögen, möchte, etc.*] • [Imperative of common verbs: *gehen, essen, fahren, sprechen, etc.*] **SENTENCE PATTERNS** Word Order • Declarative simple clause • [Negative] • Interrogative • [Word order with questions and commands] • [Position of *nicht*]	Cultural content should include the following: Polite and familiar ways of greeting, leave taking, etc. Form of address: *Sie* vs. *du* Eating customs: common foods and beverages found in areas of the German-speaking world Leisure-time activities: sports, games [Social customs] [Basic geographical concepts] [Artistic life: songs, music, dance, visual arts] [Traffic rules and public signs] [Metric system: weight, length] [Names of the most common holidays and some facts about holiday celebrations in parts of the German- speaking world, e.g., Oktoberfest]

CULTURAL/SCIENTIFIC GERMAN

TITLE: GERMN 3/4R German III-IV Cultural or Scientific German

COURSE: 753520

DESCRIPTION:

FOR SCIENTIFIC GERMAN -

An alternate course to be taken instead of or in addition to any German III or IV course. The students use basic scientific vocabulary and necessary structures to the reading, writing and translating of scientific papers and periodicals.

FOR CULTURAL GERMAN -

An alternate course to be taken instead of or in addition to any German III or IV course. The students focus on the development of contemporary German culture, viewed in light of the historical conditions and events which led to present day German society.

SELECTION CONSIDERATIONS: The student is expected to have completed at least two years of previous study of German as a Foreign Language, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

SCIENTIFIC GERMAN III-IV

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
READING	With guidance, students can comprehend, at the literal level, extended edited scientific material such as scientific data. They have limited comprehension of material intended for native-speakers, and may need assistance from dictionaries, textbooks, and other reference material.	Students can read and understand simple paragraphs or articles dealing with scientific information when the written material is supported by pictures, graphs or other visuals aids, and the topic is familiar. They can interpret the main ideas. They can guess at meanings when the context deals with familiar topics.
WRITING	Within the range of the students' skill in German and general knowledge of the given topic, students can translate into English, specific information on concrete topics, with the aid of textbooks, dictionaries, and other sources.	Students can gather main ideas and translate into English scientific articles, with the use of dictionary, textbooks or other reference material, provided that the material is of a fairly general nature, and the students are able to comprehend the content of this type of material.

CULTURAL GERMAN III-IV

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
READING	With guidance, students can comprehend, at the literal level, edited cultural material such as historical narratives. They have limited comprehension of material intended for native-speakers, and they may need assistance from dictionaries, textbooks and other reference materials.	Students can read and understand simple paragraphs or articles dealing with cultural information especially when the written material is supported by pictures, graphs or other visuals. They can interpret the main ideas. They can guess at meanings when the context is dealt with in a straightforward manner.
WRITING	Within the range of the students' skill in German, they can translate into English cultural information, with the aid of textbooks, dictionaries, and other sources.	Students can gather main ideas and translate into English cultural articles with the use of dictionary or other grammatical reference sources, provided that the article is of a general nature and the style of the language is clear and precise.

SCIENTIFIC/CULTURAL GERMAN III-IV

COURSE CONTENT

LEXICON

SCIENTIFIC GERMAN

The students learn basic scientific vocabulary in specific areas of interest. These are the content areas which may be included:

- Medicine/Medical technology
- Chemistry/Biochemistry
- Biology/Microbiology
- Physics
- Mathematics
- Computer Science
- Engineering:
  - Mechanical
  - Chemical
- Space technology
- Ecology
- Other professional training in science and technology in German-speaking countries

CULTURAL GERMAN

The students learn about the development of contemporary culture in the following areas:

- Modern life in German-speaking countries
- Germans as "ein Volk"
  - Social customs
  - Educational system
- Germany as "eine Nation"
  - History
  - Government
  - Division (BRD and DDR)
- German influence in America
  - Famous German immigrants
  - German settlements
- Other German-speaking areas in the world, customs, educational systems, history, and government

COURSE CONTENT

Morphology/Syntax

Students review and expand on materials already taught and in addition practice the following:

NOUN PHRASES/PRONOUNS Limited to the nominative, accusative, dative, and [genitive] cases

Articles: definite and indefinite

[Noun phrase with preceding adjective]

Position in genitive case

[Agreement of adjective when preceding noun]

Ordinal numbers and cases: *der dritte, den dritten, etc.*

Comparative and superlative of adjectives

VERB/VERB PHRASES

[Narrative past tense, regular and irregular verbs, including *haben*, *sein*, *werden* , and modals]

[Present prefect of modals: *Er wird es gehabt haben.*]

Present perfect of irregular verbs

Past perfect: *Er hatte es gehabt.*

[Reflexive verbs with accusative and dative: *Ich wasche mich ...* , *Ich wasche mir die Hände.*]

OTHER STRUCTURES

Position of reflexive pronouns

[Position of adverbial expression of time, manner and place]

Word order in present perfect and past tense: *Er hat es in der Hand gehabt. Er hatte es in der Hand.*

[Prepositions using genitive case: *ausserhalb, jenseits, etc.*]

[Special uses of *ja, doch, dass: Da kommt er ja schon. etc.*]

Infinites as nouns, also when following *beim* and *zum: Beim Schwimmen*

SENTENCE PATTERNS

Inverted and with dependent clauses

REGULAR HEBREW PROGRAM

HEBREW I

TITLE: HEBREW 1R Hebrew I, Regular

COURSE: 751715

DESCRIPTION: A beginning course for students of Hebrew as a Foreign Language, with emphasis on listening comprehension and speaking with special attention on learning the Hebrew alphabet to introduce reading and writing skills. The students will learn basic everyday language structures and vocabulary, working towards the improvement of pronunciation and communication skills.

SELECTION CONSIDERATIONS: This course is for students with no previous study and/or knowledge of Hebrew. Florida Scholar's Program. (Grade 7-12)

HEBREW I - FOREIGN LANGUAGE

OUTCOMES/EXPECTANCIES		
	In the classroom setting	In a non-classroom setting
SPEAKING	Students' ability to speak is limited to material that has been learned and practiced. In the context of exercises or drills, they are able to produce simple questions, answers, and descriptions. Pronunciation is accurate at the phonemic level only, and students make frequent errors in pronunciation, intonation, and stress.	Students' ability to speak is limited to material that has been learned and practiced. Most speech consists of one or two word responses to simple questions, and is marked by great effort and hesitation. They recycle the language of the other speaker, and are unable to produce complete sentences of their own or to use the language to express thoughts or give personal information. They are understood, and then often with difficulty, only by individuals such as teachers who are used to dealing with non-native speakers.
LISTENING	Students' ability is limited to understanding short segments of familiar, learned material. It must be spoken clearly and slowly. Misunderstandings arise because of failure to concentrate on utterances longer than one sentence or because of inability to understand new material. Repetition is necessary in many cases.	Students usually detect and understand memorized words and phrases in the context of unfamiliar material when spoken slowly and clearly. They need time between utterances to assimilate and comprehend. They may confuse words of similar sounds such as: ארלם/עולם. They constantly ask the speaker to slow down and to repeat.
READING	Students are able to read and comprehend, but often with the aid of a glossary, materials that they have practiced orally and in written form. They can differentiate between silent and final letters and letters with similar sounds, and they can read certain selections written without vowels. They understand most simple, paragraph-length recombined materials involving learned vocabulary and cognates.	Students can comprehend reading material to which they have been exposed in class. They understand set expressions and highly contextualized words and cognates in areas of immediate need, such as signs, menus, and schedules. Their understanding is limited to words and short phrases, and comprehension requires successive rereading and checking.
WRITING	Students can write expressions from previously taught material with some misspellings and inaccuracies. They can write learned material in the form of guided paragraph, dialogs, dictations. They will use the two writing systems: KTIV MALE (complete writing) and KTIV CHASER (incomplete writing).	Students can supply some basic information about themselves, such as name, address, and dates, and can write very simple expressions based on learned material. There are frequent errors in spelling and syntax.

HEBREW I - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	Phonology
Students learn and practice reading, writing, understanding and using orally items in the following content areas: Greetings, expressions of courtesy and farewells Common classroom vocabulary such as objects and directions Numbers: 1 to 10, addition and subtraction Colors Family members and relationships High-frequency descriptive adjectives, such as nationality, age, and personal characteristics Foods, beverages, meals Expressions of time: hour, date, days of the week, months, seasons [Articles of clothing] Common interrogative words Common prepositions Common weather expressions Commonly used irregular verbs Common idiomatic expressions:	Students are introduced to and practice the following: The Hebrew sound system, consonants, vowels and their combination Intonation and rhythm in short statements, questions, commands The association of Hebrew sounds with their written symbols, e.g., MALE and CHASER Oral and auditory discrimination needed for basic communication. Basic principles of syllabification

NOTE: [] indicates material identified as receptive skill (See Preface).

HEBREW I - FOREIGN LANGUAGE

COURSE CONTENT	
Morphology/Syntax	Cultural Awareness
Students learn and practice the following structures: **NOUN PHRASES** NOUNS: Gender and number of regular and [irregular] Prefixed article: ה Contractions: לה, בה, מה Demonstrative adjective: singular זה, זאת NOUN MODIFIERS: Position and agreement in gender and number with noun • Commonly used regular descriptive adjectives • Suffixed possessive adjective in singular שלי, שלך...... • Cardinal numbers: 1 to 10 PRONOUNS: • Subject: אני, אתה, אָם.... **VERB PHRASES** • Subject-verb agreement • Present and past tense of basic regular verbs in פעל and פעל • [Present and past tense: high-frequency irregular verbs] • Near future: ללכת + infinitive • Past tense of פעל, פעל **OTHERS** • Interrogatives: מי, מה, למה... • Prepostions: קרוב, על-יד.... • Conjunctions: ו, כי..... • Positive and negative possession: אין-יש **SENTENCE PATTERNS** Structure and word order • הילד לומד • הילד לומד בכתה • הילד הטוב לומד בכתה • הילד הטוב שלי לומד בכתה	Cultural content should include the following: Names of the most common holidays and some facts about holiday celebrations School life: courses, subjects Mealtimes: common foods and beverages for some of the major groups in Israel Leisure time activities, e.g., concerts, sports, etc. Geographical locations of major cities in Israel History of Israel: from 1897 to 1948

HEBREW II

TITLE: HEBREW 2 R Hebrew II, Regular

COURSE: 757415

DESCRIPTION: A second-year course for students of Hebrew as a Foreign Language. Reading and writing receive more emphasis, while the development of conversational skills remains the primary objective. Through the use of guided conversations utilizing language structures from course content, the students will continue to develop listening-speaking skills, and will be introduced to the history of the people.

SELECTION CONSIDERATIONS: The student is expected to have completed 751715, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H HEBRW 2 Honors Hebrew II

COURSE: 757425

DESCRIPTION: An accelerated second-year course for students of Hebrew as a Foreign Language. Reading and writing receive greater emphasis, while oral communication remains the primary objective of the course. There is an increased attention to fundamental language structures and to the reading and writing of content which has been mastered at the oral level. The students will continue to develop listening-speaking skills through the use of guided conversations, and will increase their knowledge of the history of the people.

SELECTION CONSIDERATIONS: The student is expected to have completed one year of previous study of Hebrew as a Foreign Language, or its equivalent, and teacher recommendation. Florida Scholar's Program. (Grades 9-12)

HEBREW II - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students are able to ask and answer questions and make statements when talking about practiced material learned in the course. There are some emerging signs of spontaneity and some increase in length of utterances. Their expressions are marked by frequent pauses and much incorrect usage due principally to word-by-word translation, first language interference, and lack of mastery of such basic structures as verb forms and noun adjective agreement.	Students communicate on a very basic level in situations, such as asking street directions, ordering in a restaurant, or making simple conversation about a familiar activity. They have the ability to create original, simple sentences and to ask questions on familiar topics only sporadically, and virtually no ability to use in new context the structures they have learned in the course. They will be understood mainly by persons who are accustomed to dealing with non-Hebrew speakers. Vocabulary is adequate to express elementary needs.
LISTENING	Students have sufficient comprehension to understand learned course material, especially in familiar situations, e.g., in a conversation between a customer and a waiter in a restaurant. They will understand standard speech with difficulty and will often require repetition, rephrasing and a slowed rate of speed for comprehension, even when listening to the teacher who is used to simplifying and repeating the text.	Students are able to understand some spoken Hebrew within the basic vocabulary of the course content. The phrases recognized have for the most part been memorized. In a native situation the students' comprehension rarely exceeds more than isolated words and phrases and is characterized by repeated requests to slow down, or to repeat. Misunderstandings will occur from inability to understand long utterances or to perceive critical sounds, e.g., verbs endings.
READING	Students comprehend controlled, uncomplicated printed materials for essential information; details may be overlooked or misunderstood.	Students are able to read brief narratives and messages containing learned vocabulary and structures limited to common verbs in mostly the present tense, and high-frequency adjectives and adverbs. They can read such material as some menu items, standard messages for instructional purposes, some public signs.
WRITING	Students are able to write simple questions and answers, or guided paragraph, based on learned course content with inaccuracies in spelling and grammar. They can write from dictation but still make errors in spelling in the sounds that present the most difficulty, e.g., TET, TAV/CHET, CHAF/KAF, KUF.	Students are able to write short messages to convey basic information, such as state of health, whereabouts, etc. Their writing will contain frequent orthographic errors due mainly to similar sounds.

HEBREW II - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	Phonology
Students review and expand on previously taught lexical items as well as practice additional vocabulary pertinent to the following topics: Numbers: cardinal - to 100 ordinal - 1st to 10th School life activities Daily routines Additional recreational activities Terms related to shopping: money transactions, gift items, etc Terms related to [giving] and following directions Additional foods and related vocabulary Festive occasions Movies and television shows Planning a trip, taking a vacation and related activities Common health expressions, including parts of the body Modes of transportation Articles of clothing	Students continue to review and in addition practice the following: The Hebrew sound system Intonation patterns that approximate the natural flow and rhythm of Hebrew CHATAFIM to shorthen vowels sounds KAMATZ KATAN vs. KAMATZ GADOL Sound values for these graphemes: כל--חלב [Linkage, i.e., מה זאת אומרת?] [Differentiation of homonyms: i.e., אם-עם אח-אך] Stress and intonation patterns לחם vs. נברא Punctuation marks: name and symbol

HEBREW II - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review all previously taught grammatical concepts and in addition practice these concepts for receptive or productive control:

NOUN PHRASES

- NOUNS: gender and irregular plural רחוב-רחובות
- Prefixed article: ה changed to ה
- Demonstrative adjectives: plural - אלה-אלו
- Suffixed possessive adjectives plural:....שלנו-שלכם
- Cardinal numbers: 11 to 100
- Ordinal numbers: 1th to 10th

VERB PHRASES

- Simple, intensive, causative, reflexive conjugational patterns in present, past and future tenses for regular and [irregular] verbs
- Past and future of להיות
- [Imperative mood: simple verbs]
- Use of להיות in future as a possessive

OTHERS

- Adverbs introducing clauses:
  בגלל ה...למרות ש ...
- Additional prepositions: עם-את
- Additional conjunctions: אבל, רק

SENTENCE PATTERNS Word order

- הילד הטוב שלי לומד בכתה
- הילד הטוב שלי לומד עם הילדים בכתה
- הילד הטוב שלי לומד בכתה עם הילדים
- כי הוא תלמיד חלש.

Cultural Awareness

Students learn about the following aspects of culture:

Geographical location of countries surrounding Israel

Shopping and dinning Israeli style

Additional festivities and traditions

Additional leisure-time activities, e.g., L'Hizdangeff

Additional aspects of school life in Israel

Social customs

Reading maps, traffic signs

History of Israel: from 1948-1967

Similarities and differences among the major groups living in Israel, e.g., Sephardim, Ashkenazim, Arabs, Druze, etc.

HEBREW III

TITLE: HEBREW 3 R Hebrew III, Regular

COURSE: 757515

DESCRIPTION: A third-year course for students of Hebrew as a Foreign Language, with emphasis on the further development of conversational skills and with emphasis on the integration of all four skills: listening, speaking, reading, and writing. Contemporary vocabulary stresses activities which are important to understanding of the everyday life of the people living in Israel.

SELECTION CONSIDERATIONS: The student is expected to have completed 757415, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H HEBRW 3 Honors Hebrew III

COURSE: 757525

DESCRIPTION: An accelerated third-year course for students of Hebrew as a Foreign Language, with emphasis on expanding the students' vocabulary and developing extemporaneous conversational skills. Students read and discuss contemporary texts and strengthen their understanding of both cultural and grammatical concepts through cultural and linguistic analysis.

SELECTION CONSIDERATIONS: The student is expected to have completed 757425 or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

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HEBREW III - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	In a drill or exercise situation students can produce sentence-length utterances using the structures they have studied. On familiar topics, students can ask and answer questions, and maintain short, directed face-to-face conversations. Course content material permits discussion of topics beyond basic survival needs, such as personal recreational activities with some creativity in language production.	Students are able to satisfy survival needs and minimun courtesy requirements. They can initiate and respond to simple statements and sustain uncomplicated conversations with some errors, but they are also able to ask for repetition and classification of meanings. They will be understood by people used to dealing with non-Hebrew speakers.
LISTENING	Students can understand classroom instructions and explanations, as well as textbook material spoken by the teacher or recorded. They can understand such things as explanations of vocabulary, descriptions or explanations of visual material, and plot summaries of stories or news articles.	Students can understand speech on familiar topics directed to them when the utterances are spoken by individuals used to dealing with non-Hebrew speakers and when time is allowed between sentences for assimilation and comprehension. They also understand the main points of standard native speech when those utterances are supported by visual material, such as illustrations, maps, printed matter, films, gestures, etc.
READING	With guidance, students can comprehend at the literal level extended edited material such as short stories and readings on cultural topics. They can also understand menus, advertisements, and some other print media intended for native speakers. With the aid of a dictionary, they can read newspapers articles and simple poems for comprehension of main ideas.	Students can read and understand a simple paragraph for information or social purposes, such as invitations, personal letters, and announcements. They can identify the main ideas in simple, non-technical narratives, such as newspapers and magazine articles and other print media. They can guess at meanings when the context is clear.
WRITING	Students can write paragraphs and letters on topics grounded in personal experience, such as their daily routine, likes and dislikes, and everyday events. They can also write summaries and compositions on concrete topics.	Students can write letters of one or two paragraphs in length to meet social and survival needs (e.g., requests for information on lodging and transportation), as well as shorter messages and notes. They can be understood by individuals used to reading Hebrew written by non-Hebrew speakers.

HEBREW III - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. They practice additional vocabulary pertaining to the following topics: All ordinal and cardinal numbers Terms related to general correspondence, i.e., personal letters Travel terms; - trip preparation - modes: public (plane, train, etc) private (car, bike, etc.) - money transactions, etc Additional daily routines Additional recreational activities Recipes for holiday foods [and measurements] Holidays, folklore, and family traditions Some synomyns and antonyms Jobs and careers Ecology [Some musical instruments and musical terminology]	Students learn about the following aspects of Israeli cultures: Similarities, differences and common priorities of the inhabitants of Israel Historical background of the various groups living in Israel, e.g., Sephardim, Ashkenzim, etc. Historical highlights: formation of the State of Israel The leaders, past and present, who contributed to the formation of the State of Israel History of Israel: 1967-1973 Israeli customs [Formula for changing Fahrenheit to Celsius]

COURSE CONTENT

Morphology/Syntax

Students review and expand on previously taught grammatical material and in addition practice the following:

NOUN PHRASES

Verbal Nouns: שמירה,כתיבה, ספור, נגינה

Demonstrative pronouns: ההוא, ההיא, ההם, ההן

Impersonal pronouns: מישהו, משהו

Reflexive pronouns: עצם....

Relative pronouns: ה..ש..אשר

Inflection of nouns with irregular endings: singular [plural]
אמי-אבי אבותי-אחיותי

Construct state of nouns: סמיכות

VERB PHRASES

NIFAL construction (passive of KAL)- present and past tenses:
passive of: פיעל and קל

Past tense of להיות + present of verb → "used to" (repetitive action)
Past tense of להיות + "want" → "would like or would have liked"

[Imperative mood in פעל, פיעל, התפעל]

Intensive mood, second and third letter gutturals: ברך, שלח

Causative and reflexive patterns הפעיל, התפעל

Imperative mood צווי

OTHERS

Inflected prepositions

Direct and indirect discourse

PHONOLOGY

- Use of DAGESH
- Liaison: כ,פ-ב,בּ
- Differentiation of homonyms: קר, כר
- Additional punctuation marks: name and symbol

HEBREW IV

TITLE: HEBREW 4 R Hebrew IV, Regular

COURSE: 757615

DESCRIPTION: A fourth-year course for students of Hebrew as a Foreign Language. In this course the students will learn more advanced language structures, with an emphasis on applying them to oral and written communication on specific topics, such as current events and the analysis of their reading. Culture is presented through reading highlighting historical and contemporary figures and events taken from newspapers, magazines and short stories by contemporary Hebrew writers. Students are encouraged to write their own compositions and stories creatively as well as practicing their analytical skills.

SELECTION CONSIDERATIONS: The student is expected to have completed 752515, or its equivalent. Florida Scholar's Program. (Grades 8-12)

TITLE: H HEBRW 4 Honors Hebrew IV

COURSE: 757625

DESCRIPTION: A fourth-year honors course for students of Hebrew as a Foreign Language with emphasis on the development greater facility and spontaneity in oral and written communication on specific topics. Culture is introduced through the study of contemporary writers. Students continue an in-depth study of the structures of the language and are encouraged to write creatively as well as analytically.

SELECTION CONSIDERATIONS: The student is expected to have completed 757525, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

HEBREW IV - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can answer questions and engage in limited discussion about the content of their reading. They can participate in short conversation topics and can, if the classroom activity is carefully structured, talk in a limited way about events in past and future time.	Students have some spontaneity in conversation. They can ask and answer questions and carry on simple conversations about familiar topics. They begin to develop the linguistic flexibility necessary to deal with details and special needs. They are comprehensible to individuals used to dealing with non-Hebrew speakers.
LISTENING	Students understand classroom discussions and longer explanations by the teacher when these contain familiar vocabulary and learned structures. Main ideas or dialogs in films and other auditory stimuli previously introduced can be understood. They can sometimes but not always distinguish time sequences.	Students understand most of general or social conversation directed to them. In a non-interactive listening situation, such as watching a movie or television show. They understand main ideas, especially when the auditory stimuli are supported by visual material.
READING	With the use of a dictionary, students can read short stories, selected authentic writings in Hebrew and some printed media intended for native speakers. With guidance, they can understand main ideas and some details and inferences.	The students comprehend more detailed printed material for informative or social purposes. They can read straight forward newspaper accounts about everyday occurrences. They can guess at unfamiliar vocabulary when contextualized, but may have to read the material several times before understanding it.
WRITING	Students are able to take notes and write compositions and reports for class, based on the reading assignments, using syntactical constructions appropriate to their level. They are able to a lesser extent to write analysis and interpretations of characters and themes. They can also write short creative pieces such as poems or sketches, with errors in the use of prepositions.	Students can write social correspondence, take notes, and write cohesive summaries and short narratives and descriptions of factual topics. Elementary constructions are usually handled quite accurately, and writing is understandable to readers not used to the writing of non-Hebrew speakers.

HEBREW IV - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	Cultural Awareness
Students review and expand previously taught lexical items. They practice additional vocabulary pertaining to the following topics: Additional terms related to correspondence, e.g., with Israeli pen-pals, etc. Additional terms related to transportation needs General terms used in Israeli periodicals: newspapers, magazines Terms related to current events, e.g., strikes, inflation, immigration, etc. National holidays Terms related to government issues: structure, voting, law, etc.	Students learn about the following aspects of Israeli cultures: Differences between urban life and the socio-economic life of the kibbutz and the moshav Historical figures Sites where historical events took place Natural resources of Israel Industrial development in Israel U.S.A. influence in Israel Cultural differences among the multi-ethnic groups living in Israel: family traditions, customs, etc. Introduction to different literary styles: Shalom Aleichmen, S. Y. Agnon, Kishon, Bialik Influence of historical events on literary styles

COURSE CONTENT

Morphology/Syntax

Students review and expand on previously taught grammatical material and in addition practice the following:

[Formation and use of reflexive]

Review the use of the double "no"

Review the use of demonstratives

Review the various ways to indicate possession

Formation of "if" clause using dual tenses in one sentence

Use of present tense to express possibility of future action

Review irregular verbs in the future

Two conjugational patterns: passive of הפעיל and פיעל

[Formation of quadriliteral verbs]

Imperative mood of simple and reflexive verbs in positive and [negative]

Formation of passive from present tense

Interjections: אוי, פוי, בחייך

Participles used as adjectives

HEBREW V

TITLE: HEBREW 5 R Hebrew V, Regular

COURSE: 757715

DESCRIPTION: A fifth-year course for students of Hebrew as a Foreign Language. The students will gain greater competence in Hebrew through various activities: 1) presenting oral reports on literary and cultural topics, current events and personal experiences; 2) reading selected newspaper and magazine articles, adapted short stories and plays; 3) writing compositions with a high degree of structural accuracy: 4) discussing contemporary writers, and the content of newspaper and magazine articles.

SELECTION CONSIDERATIONS: The student is expected to have completed 757615, or its equivalent. Florida Scholar's Program. (Grades 9-12)

TITLE: H HEBRW 5 Honors Hebrew V

COURSE: 757725

DESCRIPTION: A fifth-year honors course for students of Hebrew as a Foreign Language. The students gain: 1) greater linguistic competence in Hebrew; 2) better understanding of the people; 3) greater awareness of the historical and political problems. The students also study the various artistic endeavors and the social institutions as reflected in contemporary reading selections, using such study in creative speaking and writing activities, with special focus on composition skills.

SELECTION CONSIDERATIONS: The student is expected to have completed 757625, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

HEBREW V - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can create conversation based on topics and structures studied. They can also summarize a short story or other authentic reading selection, present an oral report on an assigned topic, and act in a skit speaking memorized lines. They can discuss the theme and issues of a story they have read if the discussion is led and structured by the teacher.	Students can speak well enough to satisfy most of their needs and respond to most social demands. They can handle with more confidence and flexibility (but not with fluency) casual conversations about family, school and events outside their immediate personal sphere. Their range of vocabulary and syntax may limit their ability to consistently tell stories or describe events coherently.
LISTENING	Students can understand classroom discussions and longer explanations by the teacher. They can understand the main ideas and some details of lectures, films and broadcasts. They can distinguish time sequences with greater facility.	Students are able to understand much face-to-face speech in standard Hebrew, delivered at close to normal speed. They will sometimes ask for repetition or rewording. They can understand everyday topics, common informative conversation, well-publicized current events and routine matters in all tenses with occasional gaps due to more complex syntax, unfamiliar vocabulary or slang expressions.
READING	Students can better comprehend authentic reading material or specially edited prose, with the use of a dictionary. The material may include newspaper, short stories, cultural and biographical information. They are able to follow essential points at the level of main ideas and some supporting ones, but with occasional misunderstanding. They may react personnally to some material, but they need teacher assistance to infer subjective attitudes or values.	Students have a strong enough background to do independent reading and understand most uncomplicated paragraphs without recourse to a dictionary. They can read for pleasure specially prepared fictional narratives or cultural information, and some authentic prose.
WRITING	Students are able to produce uncomplicated compositions, summaries, and biographical data with occasional errors. They can write critiques on interpretations of material studied.	Students are able to produce routine social correspondence and descriptions on factual topics. Paragraphs are reasonably unified and coherent.

HEBREW V - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. They practice additional vocabulary pertaining to the following topics: Terms related to careers and job search Proverbs Idiomatic expressions Terms related to health services Terms related to banking transactions Terms related to social services Terms and activities related to instruction Terms related to daily activities and events	Students learn about the following aspects of Israeli cultures: Biographical details of the lives of folk heroes, past and present Current popular songs Poetry of modern day Israel Contributions of each of the ethnic groups to the development of the State of Israel Daily life in Israel Impact the U.S.A influence on everyday life in Israel History of Israel: from 1973 to the present time

COURSE CONTENT

Morphology/Syntax

Students review and expand on previously taught grammatical material and in addition practice the following:

Derivatives from root words: infixes, prefixes, suffixes

Review of noun phrases

Hollow words: preposition + clause → כך ש.,זה ש.,העבודה ש...

Review of verb tenses and moods

Formation and use of reflexive

Quadriliteral verbs - conjugation in all tenses

Position of adverbs

Review usage of prepositions

Additional interjections

REGULAR ITALIAN
PROGRAM

ITALIAN I

TITLE: ITLIAN 1R Italian I, Regular

COURSE: 752815

DESCRIPTION: A beginning course for students of Italian as a Foreign Language, with emphasis on listening comprehension and speaking, and with an introduction to reading, writing and the basic elements of Italian culture. The students will learn basic everyday language structures and vocabulary, working towards the improvement of pronunciation and communication skills.

SELECTION CONSIDERATIONS: This course is for students with no previous study and/or knowledge of Italian. Florida Scholar's Program. (Grade 7-12)

ITALIAN I - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students' ability to speak is limited to material that has been learned and practiced. In the context of exercises or drills, they are able to produce simple questions, answers, and descriptions. Pronunciation is accurate at the phonemic level only, and students make frequent errors in pronunciation, intonation, and stress.	Students' ability to speak is limited to material that has been learned and practiced. Most speech consists of one or two word responses to simple questions, and is marked by effort and hesitation. They recycle the language of the other speaker, and are able to produce short fragmented sentences of their own or to use the language to express thoughts or give personal information. They are understood, and then often with difficulty, only by individuals such as teachers who are used to dealing with non-native speakers.
LISTENING	Students' ability is limited to understanding short segments of familiar, learned material. It must be spoken clearly and slowly. Misunderstandings arise because of failure to concentrate on utterances longer than one sentence or because of inability to understand new material. Repetition is necessary in many cases.	Students usually detect and understand memorized words and phrases in the context of unfamiliar material when spoken slowly and clearly. They need time between utterances to assimilate and comprehend. They may confuse words of similar sounds such as: *pala/palla* . They constantly ask the speaker to slow down and to repeat.
READING	Students are able to read and comprehend, but often with the aid of a glossary, materials that they have practiced orally and in written form. They understand most simple, paragraph-length recombined materials involving learned vocabulary and cognates. They have some difficulty in reading aloud with sounds such as: *gli, schiena.*	Students can comprehend reading material to which they have been exposed in class. They understand set expressions and highly contextualized words and cognates in areas of immediate need, such as signs, menus, and schedules. Their understanding is limited to words and short phrases, and comprehension requires successive rereading and checking.
WRITING	Students can write expressions from previously taught material with some misspellings and inaccuracies. They can write learned material in the form of guided paragraph, dialogs, dictations.	Students can supply some basic information about themselves, such as name, address, and dates, and can write very simple expressions based on learned material. There are frequent errors in spelling and syntax.

ITALIAN I - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Phonology**
Students learn and practice reading writing, understanding, and using orally items in the following content areas: • Greetings, expressions of courtesy and farewells • Common classroom vocabulary such as objects and directions • Numbers, simple addition and subtraction • Colors • Family members and relationships • High-frequency descriptive adjectives, such as nationality, age, and personal characteristics, e.g., *italiano, vecchio, alto, etc.* • Basic terms related to food and beverages • Expressions of time: hour, date, days of the week, months, seasons • Articles of clothing • Occupations • Common interrogative words: *che, chi, dove, quando, come, perche, etc.* • Common prepositions: *a, di, in, con, da, su, etc.* • Places in the community: *la chiesa, il mercato, l'edificio, la scuola, la stazione, etc.* • Weather expressions, e.g., *piove, fa freddo, etc.* • Commonly used irregular verbs, e.g., *fare, stare, dare, potere, volere, etc.* • [Parts of the body] • Common idiomatic expressions • Terms related to [giving] and following directions	Students are introduced to and practice the following: The elements of the Italian sound system Intonation and rhythm The association of Italian sounds with their written symbols, e.g., */sci/, /sce/, /gli/* Oral and auditory discrimination needed for basic communication [Single vs. double consonant sounds: *tuta/tutta, pala/palla*] [Letter sound correspondence especially for the following: */c/, /g/, /h/, /z/, /gl/,/gn/* and */s impura/*]

ITALIAN I - FOREIGN LANGUAGE

COURSE CONTENT	
Morphology/Syntax	**Cultural Awareness**
Students learn and practice the following structures: **NOUNS/NOUN PHRASES** • Gender and number of regular nouns • [Plural of *co - ca* and *go - ga* nouns] DETERMINERS: Agreement in gender and number with noun • Definite articles: *il, la, l', i, le,* [*lo, gli*] • Singular of indefinite article: *un, una, un'* • [Contracted articles with *a* and *di* -*al, alla, etc./ del, della, etc.*] • [Possessive adjectives: *il mio, il tuo, il suo, etc.*] • [Demonstrative adjectives: *questo, questa, ... , quello, quella, etc.*] • [Possessive adjectives without definite article with nouns refering to relatives] ADJECTIVES: Introduction to agreement of commonly used adjectives PRONOUNS: • Subject, including omission: *io, tu, lui, essa, etc.* • [Direct Object: *lo, la, l', li, le*] • [Indirect Object: *gli, le*] **VERB/VERB PHRASES** • Subject-verb agreement • Present tense of regular *-are, -ere*, and [*-ire*] verbs • Present tense of some irregular verbs: *avere, essere, andare* • Affirmative commands of regular verbs • Formation of the *passato prossimo* with *avere* and [*essere*] of regular verbs • Near future: *andare* + *a* + infinitive **SENTENCE PATTERNS:** Word order • Declarative: Affirmative, negative and interrogative statements • Exclamatory statements	Cultural content should include the following: Polite and familiar ways of greeting, leave taking, telephoning, etc. The basic distinction between *tu* and *Lei* and their usage Family life: ties, traditions, customs Eating customs: mealtimes common foods and beverages Shopping Italian style [School life: courses, subjects] [Names of the most common holidays and some facts about their celebrations] [Leisure-time activities: sports, games, social gatherings] [Artistic contemporary life: songs, music, dance, visual arts] [Modes of travel: train, car, etc.]

NOTE [] indicates material identified as receptive skill (see Preface).

ITALIAN II

TITLE: ITLIAN 2 R Italian II, Regular

COURSE: 756415

DESCRIPTION: A second-year course for students of Italian as a Foreign Language. Reading and writing receive more emphasis, while the development of conversational skills remains the primary objective. Through the use of guided conversations and reading selections utilizing language structures from course content, the students will continue to develop listening-speaking skills, and will increase their awareness of and appreciation for the Italian culture.

SELECTION CONSIDERATIONS: The student is expected to have completed 752815, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H ITALN 2 Honors Italian II

COURSE: 756425

DESCRIPTION: An accelerated second-year course for students of Italian as a Foreign Language. Reading and writing receive greater emphasis, while oral communication remains the primary objective of the course. There is an increased attention to fundamental language structures and to the reading and writing of content which has been mastered at the oral level. The students will continue to develop listening-speaking skills through the use of guided conversations, and will increase their awareness of and appreciation for the culture of the Italians.

SELECTION CONSIDERATIONS: The student is expected to have completed one year of previous study of Italian as a Foreign Language, or its equivalent, and teacher recommendation. Florida Scholar's Program. (Grades 9-12)

ITALIAN II - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students are able to ask and answer questions and make statements when talking about practiced material learned in the course. There are some emerging signs of spontaneity and some increase in length of utterances. Their expressions are marked by frequent pauses and incorrect usage due principally to word-by-word translation, first language interference, and lack of mastery of such basic structures as verb forms and noun adjective agreement.	Students communicate on a very basic level in situations, such as asking street directions, ordering in a restaurant, or making simple conversation about a familiar activity. They have the ability to create original, simple sentences and to ask questions on familiar topics only sporadically, and virtually no ability to use in new context the structures learned in the course. They will be understood by persons who are accustomed to dealing with non-Italian speakers, mainly due to strong first language interference. Vocabulary is adequate to express elementary needs.
LISTENING	Students have sufficient comprehension to understand learned course material, especially in familiar situations, e.g., in a conversation between a customer and a waiter in a restaurant. They will understand standard speech with some difficulty and will often require repetition, rephrasing and a slowed rate of speed for comprehension, even when listening to the teacher who is used to simplifying and repeating the text.	Students are able to understand some spoken Italian within the basic vocabulary of the course content. The phrases recognized have for the most part been memorized. In a native situation the students' comprehension rarely exceeds more than isolated words and phrases and is characterized by repeated requests to slow down, or to repeat. Misunderstandings will occur from inability to understand paragraph-length utterances or to perceive critical sounds, e.g., verbs endings.
READING	Students comprehend controlled, uncomplicated printed materials for essential information; details may be overlooked or misunderstood.	Students are able to read brief narratives and messages containing learned vocabulary and structures limited to common verbs in mostly the present tense, and high-frequency adjectives and adverbs. They can read such material as some menu items, standard messages for instructional purposes, some public signs.
WRITING	Students are able to write simple questions and answers, or guided paragraph, based on learned course content with inaccuracies in spelling and grammar. They can write from dictation but still make errors in spelling. They can create simple original sentences.	Students are able to write short messages to convey basic information, such as state of health, whereabouts, etc. Their writing will contain frequent orthographic, lexical and structural errors.

ITALIAN II - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Phonology**
Students review and expand on the previously taught lexical items as well as practice additional vocabulary pertinent to these topics: Terms related to shopping - money transactions - metric measurements - gifts, etc. Planning a trip, taking a vacation and related activities [Common health expressions, including parts of the body] Additional foods and related vocabulary Recreational activities Numbers: ordinals (1st - 10th) cardinal (1 - 1,000) prices, etc. School life activities Furniture and rooms in a house Festive occasions Daily routines including reflexive expressions Common adverbs Additional idiomatic expressions: *fare* + noun and *piacere*, e. g., *Fare una gita mi piace., etc.*	Students continue to review and practice the following: The Italian sound system Intonation patterns that approximate the natural flow and rhythm of Italian Syllabication Single vs. double consonants Diphthongs and thriphthongs, e.g., *grazie, zio, miei, etc.* Accent on stressed final syllable, e.g., *bontà, carità, etc.* Stressed syllable in verbs i.e., the stressed *fo* from *telefonano*

COURSE CONTENT

Morphology/Syntax

Students review all previously taught grammatical concepts and additonally practice these concepts for receptive or productive control:

NOUN PHRASES/PRONOUNS

- Irregular plural nouns, e.g., the ones ending in *-co, -go, -cia, -gia*
- [Noun suffixes
  - -diminutives: *-ino, -etto*
  - -augmentative: *-one*]

DETERMINERS

- Definite articles: *il, i, lo, gli, etc*
- [Partitive article, affirmative only: *del pane, dell'acqua, etc.*]
- Contracted articles, with all prepositions: *nel, dal, sul, etc.*

[ADJECTIVES: position and agreement of most commonly used adjectives]

PRONOUNS

- [Direct object: *mi, ti, lo/la, etc*]
- [Indirect object: *mi, ti, gli, etc*]
- Reflexive: *mi, ti, si, ci, etc.*
- [Interrogative: *quale, quanto, etc*]

VERBS/VERB PHRASES

- Present tense of regular verbs
- Additional high frequency irregular verbs in the present: *dovere, fare, potere, volere, etc.*
- [High frequency irregular past participles: *messo, visto, etc.*]
- Agreement of past participles in *passato prossimo* with *essere*
- Imperative:
  - -Affirmative + object pronoun, e.g., *leggilo,/lo Legga*
  - -[negative] ←(*non lo leggere/ non lo Legga*

OTHER STRUCTURES

- Formation of *-mente* adverbs
- Double negatives, e.g., *non...niente*

Cultural Awareness

Students learn about the following aspects of Italian culture:

Italian influence in the USA, e.g., vocabulary, fashion, furniture, etc.

Additional festivities and traditions e.g., *ferragosto, la Befana*

Shopping and dining Italian style

Social customs and etiquette

Additional leisure-time activities, e.g., *calcio, bocce*

Additional aspects of school life in Italy

Reading maps, traffic signs, schedules and timetables

[Introduction to the Italian political system]

[Highlights on the geography of Italy: cities, mountains, regions, etc.]

ITALIAN III

TITLE: ITLIAN 3 R Italian III, Regular

COURSE: 756515

DESCRIPTION: A third-year course for students of Italian as a Foreign Language, with emphasis on the further development of conversational skills and with emphasis on the integration of all four skills: listening, speaking, reading, and writing. Contemporary vocabulary stresses activities which are important to understanding the culture of the Italian people.

SELECTION CONSIDERATIONS: The student is expected to have completed 756415, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H ITALN 3 Honors Italian III

COURSE: 756525

DESCRIPTION: An accelerated third-year course for students of Italian as a Foreign Language, with emphasis on expanding the students' vocabulary and developing extemporaneous conversational skills. Students read and discuss contemporary texts and strengthen their understanding of both cultural and grammatical concepts through cultural and linguistic analysis.

SELECTION CONSIDERATIONS: The student is expected to have completed 756425 or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

ITALIAN III - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	In a drill or exercise situation students can produce sentence-length utterances using the structures they have studied. On familiar topics, students can ask and answer questions, and maintain short, directed face-to-face conversations. Course content material permits discussion of topics beyond basic survival needs, such as personal recreational activities with some creativity in language production, and with a fair degree of accuracy in basic constructions and in time sequence.	Students are able to satisfy survival needs and minimun courtesy requirements. They can initiate and respond to simple statements and sustain uncomplicated conversations with some errors, but they are also able to ask for repetition and clarification of meanings. They will be understood by people used to dealing with non-Italian speakers.
LISTENING	Students can understand classroom instructions and explanations, as well as textbook material spoken by the teacher or recorded. They can understand such things as explanations of vocabulary, descriptions or explanations of visual material, and plot summaries of stories or movies. They show greater proficiency in their listening skills.	Students can understand speech on familiar topics directed to them when the utterances are spoken by individuals used to dealing with non-Italian speakers and when time is allowed between sentences for assimilation and comprehension. They also understand the main points of standard native speech when those utterances are supported by visual material, such as illustrations, maps, printed matter, films, gestures, etc.
READING	With guidance, students can comprehend at the literal level extended edited material such as short stories and readings on cultural topics. They can also understand menus, product labels, advertisements, and some other print media intended for native speakers. With the aid of a dictionary, they can read newspaper articles and simple poems for comprehension of main ideas.	Students can read and understand a simple paragraph for information or social purposes, such as invitations, personal letters, announcements, telephone messages. They can identify the main ideas in simple, non-technical narratives, such as newspapers and magazine articles and other print media. They can guess at meanings when the context is clear.
WRITING	Students can write paragraphs and letters on topics grounded in personal experience, such as their daily routine, likes and dislikes, and everyday events. They can also write summaries and compositions on concrete topics , with some errors in spelling and syntax.	Students can write letters of one or two paragraphs to meet social and survival needs (e.g., requests for information on lodging and transportation), as well as shorter messages and notes. They can be understood by individuals used to reading Italian written by non-Italian speakers.

ITALIAN III - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	Cultural Awareness
Students review and expand previously taught lexical items. They practice additional vocabulary pertaining to the following topics: All ordinal and cardinal numbers General correspondence Travel terms; - trip preparation - modes: public (plane, train, etc.) private (car, bike, etc.), Weather conditions and reporting Leisure activities, daily routines, vacations and leisure activities Additional terms related to foods and cooking Holidays, folklore, and family traditions Some medical & personal hygiene terms Jobs and careers Ecology Media [Some terms related to the lifestyle of young people]	Students learn about some of the similarities and differences between the English-speaking and Italian speaking world. Topics for discussion may include the following: Geographical information, and historical landmarks in Italy Some of the components of contemporary Italian music, drama and visual arts Some of the common priorities, values and customs found in Italy Food preparation and diet Folkloric festivities and traditions Some historical personages throughout the course of the Italian civilization Selections from Italian-language poetry, and short prose readings [Italian school life vs. USA school life] Familiarization with the Italian news media, e.g., newspapers, magazines, T.V., etc

ITALIAN III - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review and expand on previously taught grammatical material in addition to the following:

NOUN PHRASES/PRONOUNS

[Prefixes: *dis-*, *s-*, *in-*, and suffixes: *-ino*, *-etto*, *-one*, *etc*]

[Pronoun *ne*, e.g., *Ne ho sei.*]

[Double object pronouns, e.g, *Glielo do*, *te lo do*, *etc.*]

[Indefinite adjectives and pronouns, e.g., *qualche*, *tutto*]

Relative pronouns: *chi*, *che*, *cui*, *etc.*

Demonstrative pronouns: *questo*, ... , *quello*, ... ,

[The various forms of certain adjectives. e.g., *buono*, *bello*, *grande*, *etc*]

VERB/VERB PHRASES

Formation and use of progressive tenses in the indicative mood

Formation of future for all learned verbs

Formation of imperfect

[Use of present perfect vs. imperfect]

Formation of present conditional for all learned verbs

[Formation of present subjunctive for regular verbs and limited use of subjunctive, e.g., with impersonal expressions, verbs of hope, etc.]

[Present subjunctive of some irregular verbs, e.g., *andare*, *fare*, *avere*]

[Commands with double object pronouns, e.g., *me lo dia* vs. *dammelo*]

[Perfect tenses for reflexive verbs]

[Use of infinitive after prepositions]

OTHER STRUCTURES

[Comparative and superlative of adjectives and adverbs including irregular]

Adverbs of place *ci* and *vi*

ITALIAN IV

TITLE: ITLIAN 4 R Italian IV, Regular

COURSE: 756715

DESCRIPTION: A fourth-year course for students of Italian as a Foreign Language. In this course the students will learn more advanced language structures, with an emphasis on applying them to oral and written communication on specific topics, such as current events and the analysis of their reading. Culture is presented through reading highlighting historical and contemporary figures and events taken from newspapers, magazines and short stories by contemporary Italian writers. Students are encouraged to write their own compositions and stories creatively as well as practicing their analytical skills.

SELECTION CONSIDERATIONS: The student is expected to have completed 756515, or its equivalent. Florida Scholar's Program. (Grades 8-12)

TITLE: H ITALN 4 Honors Italian IV

COURSE: 756725

DESCRIPTION: A fourth-year honors course for students of Italian as a Foreign Language with emphasis on the development of greater facility and spontaneity in oral and written communication on specific topics. Italian literature and culture are introduced through the study of contemporary writers. Students continue an in-depth study of the structures of the language and are encouraged to write creatively as well as analytically.

SELECTION CONSIDERATIONS: The student is expected to have completed 756525, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

ITALIAN IV - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students speak with a greater degree of fluency and make themselves understood by transmitting a comprehensible message. In a familiar enviroment, they attempt to speak at greater length and enjoy it. They can summarize a short story or other reading selections, present an oral report on an assigned topic; but they still make frequent grammatical errors when venturing beyond current level of linguistic competence.	Students have some spontaneity in conversation. They can ask and answer questions and carry on simple conversations about familiar topics. They begin to develop the linguistic flexibility necessary to deal with details and special needs. They are comprehensible to individuals used to dealing with non-Italian speakers.
LISTENING	Students exhibit greater confidence since they have control of more vocabulary and structures. They listen for overall comprehension of the message and do not try to identify words and structures in isolation.	Students understand most of social or general conversation directed to them. In a non-interactive listening situation, such as watching a movie, they understand main ideas, especially when the auditory stimuli are supported by visual material.
READING	With the use of a dictionary, students can read short stories, selected authentic writings in Italian and some printed media intended for native speakers. With guidance, they can understand main ideas, some details and inferences.	Students comprehend more detailed printed material for informative or social purposes. They can read straight-forward newspaper accounts about everyday occurrences. They can guess at unfamiliar vocabulary when contextualized, but may have to read the material several times before understanding it.
WRITING	Students take notes and write compositions and reports for class, based on the reading assignments, using syntactical constructions appropriate to their level. They can to a lesser extent write analyses and interpretations of characters and themes. They can also write short creative pieces such as poems or sketches.	Students can take notes, write social correspondence, cohesive summaries, short narratives and descriptions of factual topics. Elementary constructions are usually handled quite accurately, and writing is understandable to readers not used to the writing of non-Italian peakers.

ITALIAN IV - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. At this level they work to develop depth and broaden their vocabulary in the following areas: Autobiography Jobs and career Forms of correspondence Fashions and Fads Topics related to Reading assignments [Special terminology needed to deal with "historical" situations] Idiomatic espressions with *avere* and *fare* e.g., *aver l'aria, etc.* [Terms needed and related to current events: - strikes - unemployment - fashion - movies, etc.]	Students develop a deeper awareness of some of the components of Italian culture by discussing , reading and writing in Italian about the following: Historical and cultural highlights of Italy Some of the historical and literary heroes/heroines of Italy Do research on the lives and accomplishments of outstanding personalities An introduction to several types of literature e.g., plays, poetry, and short stories Regional differences between: - the North and the South - industrial vs. rural, and [socio-economic inequities] Italy after World War II American influence in Italy vs. Italian influence in America [Motion picture industry]

COURSE CONTENT

Morphology/Syntax

Students review and strive to gain greater control of previously learned syntax as it appears in context and expand on:

NOUN PHRASES/PRONOUNS

- [Nouns with irregular plurals: *il paio/le paia, il braccio/le braccia*]
- Use of direct, indirect and reflexive pronouns to indicate reciprocal action
- Possesive pronouns: *il mio, il tuo, il suo, ..., i miei, ... , etc.*
- [Use of the pronoun *lo* to replace a clause or an idea. e.g, *Lo credo.*]

VERB/VERB PHRASES

- Review of all learned tenses and moods
- Use of subjunctive after certain conjuctions: *sebbene, purchè, etc.*
- Formation of imperfect subjunctive
- Contrary to fact if - clauses
- Monosyllabic imperatives: *fà, dì, và, etc.*
- *Passato remoto*
- [Some irregular verbs in *passato remoto* e.g., *fare, essere, etc.*]

OTHER STRUCTURES

- Use of *si* in lieu of passive voice, e.g., *Si usa il congiuntivo.*
- Special use of *da* e.g., *Ho da scrivere.*
- [Word order in complex sentences with perfect verbs]

REGULAR SPANISH PROGRAM

SPANISH I

TITLE: SP FL 1R Spanish I, Regular

COURSE: 750315

DESCRIPTION: A beginning course for students of Spanish as a Foreign Language, with emphasis on listening comprehension and speaking, and with an introduction to reading and writing in Spanish and basic cultural elements of the Spanish-speaking world. Students learn basic structures and everyday vocabulary, and work towards improvement of pronunciation and interactive communication.

SELECTION CONSIDERATIONS: This course is for students with no previous study or knowledge of Spanish. Florida scholar's program. (Grades 7-12)

SPANISH I - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students' ability to speak is limited to material that has been learned and practiced. In controlled exercises, they are able to produce simple questions, answers and descriptions. Pronunciation is acceptable at the phonemic level, but students make errors in intonation and stress.	Students' ability to speak is limited to material that has been learned and practiced. Most speech consists of one- or two-word responses to simple questions, and is marked by great effort and hesitation. Students may reuse the language of the other speaker in order to try to produce information of their own. They can be understood with some difficulty, only by persons such as teachers, who are used to dealing with non-native speakers.
LISTENING	Students can understand short segments of familiar, learned material spoken clearly. Repetition may be necessary to develop students' ability to concentrate on utterances longer than one sentence.	Students usually recognize and understand memorized words and phrases in the context of unfamiliar material when spoken slowly and clearly. They need time between utterances to assimilate and comprehend. They may confuse words of similar sounds such as: *cosa/casa*. They constantly ask the speaker to slow down and to repeat.
READING	Students can read and comprehend materials that they have practiced orally and in written form. They can understand most simple, paragraph-length recombined materials involving learned vocabulary and cognates, often with the aid of a glossary.	Students can comprehend reading material to which they have been exposed in class, certain set expressions and highly contextualized words and cognates in areas of immediate need, e.g., simple signs and menus. Their understanding is limited to words and short phrases, and comprehension may require successive re-reading and checking.
WRITING	Students can write expressions from previously-taught material with some misspellings and inaccuracies. They can copy and write learned material from dictation.	Students can supply some basic information about themselves, such as name, address, and dates, and can write very simple expressions based on learned material. There may be frequent errors in spelling and syntax.

SPANISH I - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Phonology**
Students learn and practice speaking, listening, reading and writing in the following content areas: • Greetings, expressions of courtesy and farewells • Common classroom vocabulary such as objects and directions • Numbers: simple arithmetic, telephone numbers, addresses • Colors • Family members and relationships • High-frequency descriptive adjectives, such as nationality, age, and personal characteristics • Some basic terms related to meals and restaurants • [Expressions of time: hour, date, days of the week, months, seasons] • [Articles of clothing] • Some occupations • Common interrogative words: *¿cómo?, ¿dónde?, ¿cuándo?, etc.* • Common prepositions: *antes de, delante, con, en, etc.* • Names of sports, hobbies, games, and pastimes • [Places in the community] • Expressions with *tener* such as: *tengo hambre, etc.* • [Weather expressions, e.g., *hace calor, llueve, etc.*] • Commonly-used verbs: e.g., *ir, ver, escribir, llamar, comen, escuchar* • [Parts of the body] • [Common idiomatic expressions] • Basic terms related to shopping, e.g., money transactions • Terms related to [giving] and following directions	Students are introduced to and practice: The elements of the Spanish sound system Intonation and rhythm The association of Spanish sounds with their written symbols Basic principles of stress, linkage, juncture Diacritical marks: /´/, /ñ/, /¿/, /¡/ Oral and auditory discrimination needed for basic communication Spanish graphemes that differ in sounds from English: */h/, /ñ/, /j/, /ll/, /r/, /rr/, /v/*

SPANISH I - FOREIGN LANGUAGE

COURSE CONTENT	
Morphology/Syntax	**Cultural Awareness**
Students learn and practice the following structures: **NOUNS/NOUN PHRASES** • Gender and number of nouns • [Diminutive: *-ito*] DETERMINERS: Agreement in gender and number with noun • Definite articles • Contracted articles: *al, del* • Indefinite articles • [Possessive: short form: *mi, tu, etc.*] [ADJECTIVES: Position and agreement] PRONOUNS • Subject, including omission • [Direct object: *él/la, los/las*] **VERBS/VERB PHRASES** • Subject-verb agreement • Present tense of regular verbs • Present tense of *ser* and *estar* [and their basic usage] • [Stem changing regular verbs: *e* > *ie* ; *o* > *ue*] • Present tense of some irregular verbs: *tener, ir, dar, hacer* • [Present tense usage of *gustar*] • [Imperative: Second person, affirmative for regular verbs] • [Formation of the preterit of regular *-ar* verbs] • [Preterit of *ser*, *ir*, and *hacer*] • Near future: *ir* + *a* + infinitive **OTHERS** • [Personal *a*] • [Possession with *de*] **SENTENCE PATTERNS:** Word order • Declarative statements in - affirmative - negative - interrogative	Cultural content should include the following: [The basic distinction between *tú* and *usted* and their usage] Ways of greeting, leave-taking, [telephoning], etc. [Family life: ties, traditions, customs, etc.] [Eating customs: mealtimes, common foods and beverages found in some areas of the Spanish-speaking world, and etiquette] [Location of Spanish-speaking countries] [Leisure-time activities: sports, games, shopping] [School life: routine, courses] [Spanish names, double surnames] [Names of the most common holidays and some facts about holiday celebrations in parts of the Spanish-speaking world] [Artistic life: music, dance, visual arts] [Some highlights of Hispanic influence in the United States: architecture, history, language]

NOTE: [] indicates material identified as receptive skill (see Preface).

SPANISH II

TITLE: SP FL 2R Spanish II, Regular

COURSE: 750415

DESCRIPTION: A second-year course for students of Spanish as a Foreign Language. While the development of conversational skills remains the primary objective, reading and writing receive more emphasis. Through the use of guided conversations utilizing structures taught in the course, students continue to develop listening-speaking skills, and increase their knowledge and appreciation of the cultures of the Spanish-speaking world.

SELECTION CONSIDERATIONS: The student is expected to have completed 750315, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H SP FL 2 Honors Spanish, II

COURSE: 750425

DESCRIPTION: An accelerated second-year course for students of Spanish as a Foreign Language. While oral communication remains the primary objective of the course, there is increased attention to fundamental structures and to the reading and writing of content that has been mastered orally. Students continue to develop listening-speaking skills through the use of guided conversation, and increase their awareness and appreciation of the cultures of the Spanish-speaking world.

SELECTION CONSIDERATIONS: The student is expected to have successfully completed one year of previous study of Spanish as a Foreign Language, or its equivalent, and to have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

SPANISH II - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	There are some emerging signs of spontaneity and some increase in length of utterances. Students' speech is characterized by frequent pauses and incorrect usage due to first language interference, e.g., verb forms and noun-adjective agreement. Students can ask and answer questions and make statements using learned material from course content.	Students can communicate on a very basic level in situations, such as asking street directions, ordering in a restaurant, or making simple conversation about a familiar activity. They can create some original, simple sentences and ask questions on familiar topics. They can be understood mainly by persons who are accustomed to dealing with non-Spanish speakers.
LISTENING	Students can understand learned course material, especially in familiar situations, e.g., in a conversation between a customer and a waiter in a restaurant. They can understand standard speech and often require the speaker to repeat, rephrase or slow down.	Students can understand some spoken Spanish within the basic vocabulary of the course content. The phrases recognized have for the most part been memorized: *¿En qué le puedo servir? ¿A qué hora empieza la película?* In native situations the students understand isolated words and phrases and often request the speaker to slow down, or to repeat. Lengthy utterances or critical sounds, e.g., verbs endings, may affect comprehension.
READING	Students can comprehend controlled, uncomplicated printed material for basic information. Rereading is often required for details.	Students can read brief narratives and messages containing learned vocabulary and structures limited to common verbs in the present tense, and high-frequency adjectives and adverbs. They can read standard messages for instructional purposes, signs indicating hours of operation: *Abierto de 9 a 12*, traffic signs: *Alto, Ferrocarril.*
WRITING	Students can write simple questions and answers, or guided paragraphs, based on learned course content; inaccuracies in spelling or grammar may occur. They can write from dictation with some errors in spelling in the sounds that present the most difficulty.	Students can write short messages to convey basic information, such as state of health, whereabouts, etc. Their writing may contain orthographic, lexical and structural errors.

SPANISH II - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Phonology**
Students review and expand previously taught lexical items as well as practice additional vocabulary terms related to the following: Shopping: gift items, clothing, sizes, [metric system, money transactions] [Planning a trip, taking a vacation and related activities] [Common health expressions, including parts of the body] Foods and related vocabulary in order to read menus, follow recipes, shop for food, and cook Recreational activities, e.g., going to the beach, sports Numbers: ordinals -1st to 10th; cardinal numbers to 1,000,000; decimals prices, arithmetic, etc. [Jobs and careers, places of work in the community] [Directions: reading maps, traffic signs, schedules and timetables] School life activities [Daily routines] Furniture and rooms in a house Leisure time activities [Festive occasions] [Movies, radio and televion shows] Commonly-used adverbs [Additional idiomatic expressions]	Students continue to review and practice for mastery: Vowel clusters that emphasize diphthongs, and other aspects of the Spanish sound system Fusion of vowels e.g., *¿Dónde estás?* enunciated *¿Dóndestás?* Linkage e.g., *los alumnos* enunciated *losalumnos* [Stress and intonation patterns that approximate the natural flow and rhythm of Spanish] [Letter/sound correspondence especially for the following: */y/*, */cui/*, */ciu/*, */qui/*, */que/*, */quie/*, */ge/*, */gue/*, */gui/*, */jue/*, */hie/*, */j/*] Accents that break diphthongs: e,g., *Raúl* Differentiation of homonyms: e.g., *el/él* - the/he; *si/sí* - if/yes

SPANISH II - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review and expand on all previously taught grammar points as well as practice these additional following points:

NOUNS/NOUN PHRASES
- Additional uses of the definite article: *Yo me lavo los manos.*
- Omission of the indefinite article: *Mi papá es dentista.*
- Demonstrative adjectives: *este, ... , ese, ... ,*
- Shortened forms of certain adjectives: *buen, mal, etc.*
- Long form of possessive adjectives

PRONOUNS: Position
- Relative: *que*
- Direct object: *me, te, lo/la, etc.*
- Indirect object: *me, te, le, etc.*
- Reflexive
- Prepositional
- Double object

VERB/VERB PHRASES
- Additional irregular verbs: *dar, poner, salir, esquiar, oír, etc.*
- Preterit of regular verbs
- Preterit of irregular verbs: *tener, estar, venir*
- Use of *saber* vs. *conoccer*
- Present tense of *-ir* stem changing verbs
- Some verbs that use prepositions
- Present progressive for regular verbs
- Introduction to reflexive verbs
- Imperfect tense of learned verbs
- Irregular familiar affirmative command
- *Hacer* with expression of time: *Fui a Madrid hace un mes.*

OTHERS
- Comparatives and superlatives including - *isimo*
- Additional interrogative words

SENTENCE STRUCTURES Word order
- Exclamatory statements
- Complex sentences

Cultural Awareness

Students learn about the following aspects of Hispanic culture(s):

Geographical location of all Spanish-speaking countries and their capitals

Shopping and barganing, Hispanic style

Additional festivities and traditions

Additional leisure-time activities, e.g., the Spanish *tertulia, jai-alai, etc.*

Regional differences in the many Spanish-speaking countries, e.g., vocabulary, accent

Hispanic contributions to the arts and humanities

Historical highlights of both Spain and Spanish America

Additional Hispanic influences in the USA, e.g., vocabulary, furniture, etc.

Celsius and metric measures; clothing sizes, monetary units

SPANISH III

TITLE: SP FL 3R Spanish III, Regular

COURSE: 750515

DESCRIPTION: A third-year course for students of Spanish as a Foreign Language, with emphasis on the further development of conversational skills and integration of all four skills: listening, speaking, reading and writing. Contemporary vocabulary stresses activities which are important to everyday life.

SELECTION CONSIDERATIONS: The student is expected to have completed 750415, or its equivalent. Florida Scholar's Program. (Grades 7-12)

TITLE: H SP FL 3 Honors Spanish, III

COURSE: 750525

DESCRIPTION: An accelerated third-year course for students of Spanish as a Foreign Language, with emphasis on expanding the students' vocabulary and developing extemporaneous conversational skills. Students read and discuss contemporary texts and strengthen their understanding both of cultural and grammatical concepts.

SELECTION CONSIDERATIONS: The student is expected to have completed 750425, or its equivalent and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

SPANISH III - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	In an exercise situation students can produce sentence-length utterances using the structures they have studied. On familiar topics, students can ask and answer questions, and carry on short conversations. Course content material permits discussion of topics beyond basic survival needs, such as personal history and recreational activities with some creativity in language production.	Students can satisfy survival needs and minimun courtesy requirements. They can initiate and respond to simple statements and sustain uncomplicated conversations with some errors, but they may ask for repetition and clarification. They will be understood by people used to dealing with non-Spanish speakers.
LISTENING	Students can understand most classroom instructions and explanations, as well as textbook material spoken by the teacher or recorded, e.g., descriptions of visual materials, and plot summaries of stories or movies.	Students can understand speech on familiar topics directed to them by individuals used to dealing with non-Spanish speakers when time is allowed between sentences for assimilation and comprehension. They also get the gist of standard native speech when supported by visual material, such as illustrations, maps, printed matter, films, gestures, etc.
READING	With guidance, students can comprehend at the literal level longer edited material such as short stories, and readings on cultural topics. They can also understand menus, product labels, advertisements, and some other print media intended for native speakers. With the aid of a dictionary, they can read newspaper articles and simple poems for comprehension of main ideas.	Students can read and understand a simple paragraph for information or social purposes, such as invitations, personal letters, and announcements. They can identify the main ideas in simple, non-technical narratives, such as newspapers and magazine articles and other print media. They can guess meanings when the context is clear.
WRITING	Students can write paragraphs and letters on topics within personal experience, such as their daily routine, likes and dislikes, and everyday events. They can also write summaries and compositions with emphasis on concrete, as opposed to abstract ideas. Sporatic errors still occur.	Students can write letters of one or two paragraphs in length to meet social and survival needs, e.g, requests for information on lodging and transportation, as well as shorter messages. They can be understood by individuals used to reading Spanish written by non-Spanish speakers.

SPANISH III - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	Cultural Awareness
Students review and expand previously taught lexical items. They practice additional vocabulary pertaining to the following: [Personal letters] Travel terms: - trip preparation - modes of transportation - hotel accommodations, etc. [Automobiles and driving] Weather conditions and [reporting] Foods and cooking [Holidays folklore and family traditions] [Some medical and personal hygiene terms] Jobs and careers Additional numbers: cardinal and ordinals [Some musical instruments and expressions] *Hacer* with expressions of time, e.g., *Hace un mes que llegó.* Leisure activities Daily routines Media: radio, newspapers Dating Idiomatic expressions: i.e., *Quisiera* as a polite request	Students learn about some of the similarities and differences in the English-speaking and Spanish speaking word; topics for discussion may include: Geographical information, e.g. climate, physical features. [The concept of the Hispanic family] [Some of the components of Hispanic music, drama and visual arts] [Some of the common priorities, values and customs found in the Spanish-speaking world] [Food preparation and diet] [Formula for changing Fahrenheit to Celsius] [Folkloric festivities and traditions] [Some historical highlights of the Spanish-speaking world] [Selections from Spanish-language poetry, and short prose reading]

SPANISH III - FOREIGN LANGAUGE

COURSE CONTENT

Morphology/Syntax

Students review and expand on materials already taught and practice the following:

NOUN PHRASES/PRONOUNS

- Relative pronouns, e.g., *que, quien, cuyo*
- Neuter forms of demonstrative pronouns, e.g., *eso, esto*
- [Possessive pronouns, long form: *el mío ...* ,]
- Demonstrative adjective *aquel*
- [Position of object pronouns with present participle, infinitive, and imperative,e.g., *Está leyéndolo / Lo está leyendo.*]
- [Indirect object pronoun with certain verbs, e.g., *faltar, doler, tocar, parecer, etc.*]
- [Definite article, or *lo* followed by a nominalized adjective to replace noun, e.g., *Lo mejor es callarse. La gorda es mi mamá.*]
- [Infinitive as verbal noun, e.g., *El estudiar es bueno.*]

VERB/VERB PHRASES

- [Usage of preterit vs. imperfect]
- [Additional irregular verbs in all learned tenses: *reír, traducir,etc.*]
- [Formation of true future tense]
- [Formation of conditional tense]
- [Formation of present subjunctive and some limited uses]
- Formal, regular and [irregular] imperatives
- [Introduction to present and past perfect]
- [Introduction to reflexive construction used as passive voice]
- Verbs that use prepositions, e.g., *casarse con, cesar de, insistir en*

OTHER STRUCTURES

- *De* plus noun to describe a noun, e.g., *la falda de lana*
- Generic use of the definite article, e.g., *la gasolina es cara*
- [Some uses of *por* vs. *para*]
- [Contrast in the use of *pero* and *sino*]
- [Introduction to *cualquier / cualquiera*]
- [Additional negative constructions, e.g., *No va ni al cine ni al teatro; No viene ninguno de ellos.*]

SPANISH IV

TITLE: SP FL 4R Spanish IV, Regular

COURSE: 750615

DESCRIPTION: A fourth-year course for students of Spanish as a Foreign Language. In this course students learn more vocabulary and advanced structures, with an emphasis on applying them to oral and written communication on specific topics, such as current events and the analysis of their readings. Readings highlighting historical and contemporary figures and events are taken from newspapers, magazines and short stories by contemporary Hispanic writers. Students are encouraged to write creatively.

SELECTION CONSIDERATIONS:The student is expected to have completed 750515, or its equivalent. Florida Scholar's Program. (Grades 8-12)

TITLE: H SP FL 4 Honors Spanish, IV

COURSE: 750625

DESCRIPTION: A fourth-year honors course for students of Spanish as a Foreign Language, with an emphasis on the development of greater facility and spontaneity in oral and written communicating on specific topics. Hispanic literature is introduced through the study of the works of contemporary writers. Students continue an in-depth study of the structure and are encouraged to write creatively, as well as analytically.

SELECTION CONSIDERATIONS:The student is expected to have completed 750525, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

SPANISH IV - FOREIGN LANGUAGE

OUTCOMES/EXPECTANCIES		
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can ask and answer questions and engage in limited discussions about the content of their readings. They can participate in long conversations and can, if the classroom activity is carefully structured, talk in a limited way about events in present, past and future time.	Students have some spontaneity in conversation. They can ask and answer questions and carry on simple conversations about familiar topics. In a simple situation, they can deal with details, such as requesting a table for four away from the kitchen, or asking for a particular style or color of clothing. They can be understood by individuals used to dealing with non-Spanish speakers.
LISTENING	Students understand classroom discussions and longer explanations by the teacher when these contain familiar vocabulary and structures. Students can understand the main ideas of dialogs in auditory stimuli when they have been prepared by pre-listening exercises. They usually can distinguish time sequences.	Students can understand general conversation directed to them. Students can understand main ideas, in a non-interactive listening situation, such as watching a movie or television show or listening to a radio broadcast, especially when the auditory stimuli are supported by visual material.
READING	Students can read, with the aid of a dictionary, short stories and other authentic writings by Hispanic authors. With guidance, they can understand main ideas and some details and inferences. Specially-edited material can be read with greater facility.	Students can comprehend more detailed printed material for informative or social purposes. They can read straight forward newspaper accounts about such topics as sporting events, concerts, and everyday occurrences. They can guess at unfamiliar vocabulary when contextualized, but may have to read the material several times before understanding it.
WRITING	Students can take notes and write compositions and reports for class, based on the reading assignments, using straightfoward syntactical constructions. They are able to a lesser extent to write analyses and interpretations of characters and themes. They can also write short creative pieces.	Students can write social correspondence, take notes, and write cohesive summaries and short narratives and descriptions on factual topics. Elementary contructions are usually handled satisfactorily and writing is understandable to readers not used to the writing of non-Spanish speakers.

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and practice previously taught lexical expressions and expand their vocabulary related to: Autobiography Jobs and careers School Health Social situations Securing business services, such as opening a bank account, exchanging purchases, obtaining insurance, etc. Correspondence [Current events] [Contemporary and controversial issues] [Humor] [Terms related to a broad range of reading assignments, e.g., cultural, historical, etc. readings] [Regional and linguistic differences] [Idiomatic expressions]	Students develop a deeper awareness of some of the components of Hispanic cultures, as evidenced by their ability to discuss, read and write in Spanish about the following: [Historical, literary and cultural facts about Hispanic countries] [Regional differences among various Hispanic groups: e.g., Galicians, Andalusians, Mexicans, Cubans, Puerto Ricans] [The broad characteristics of several types of literature with universal appeal, e.g., anecdotes, legends, fables, satire, poetry, and short stories] [Differences between urban and rural life] [The geography and natural resources of Spain and Latin America in more detail] [Daily life in the USA vs. life in the Spanish-speaking world]

SPANISH IV - FOREIGN LANGUAGE

COURSE CONTENT

Morphology/Syntax

Students review and strive to gain greater control of previously-learned syntax as it appears in context and expand on:

NOUN PHRASES/PRONOUNS

- [Additional suffixes for diminutives and augmentatives]
- [Additional uses of direct, indirect, and reflexive pronouns, e.g. use of reflexive pronoun for reciprocal action: *nos miramos*; unplanned occurrences: *se me cayó el ...* ; unspecified agent: *se venden..*]
- [Additional special uses of the definite article]
- Ajectives:
  - those that correspond to -ing forms in English: *amenazador* / threatening; *sonriente*/smiling; *fascinante* /fascinating
  - comparatives and superlatives
- [Additional relative pronouns, e.g., *lo que, lo cual*]
- [Special use of *tú* and *yo* after certain prepositions: *entre, según, etc.*]
- [Additional uses of *por* vs. *para* : *Caminan por el parque* / *Caminan para el parque.*]
- [Additional negative structures, e.g., *ni ... ni* : *Ni el silencio ni ...*]

VERB/VERB PHRASES

- Progressive tenses
- Formation of imperfect subjunctive
- [Uses of present and imperfect subjuntive in noun, adjective and adverbial clauses; contrary-to-fact statements]
- [All perfect tenses of the indicative and subjunctive]
- [Contrast of indicative and subjunctive usage]
- [Formation of true passive voice in present, past and future]
- Sequence of tenses in complex sentences
- Additional meaning of certain verbs in preterit, e.g., *conocer, querer, poder, saber, etc.*
- [Use of future tense to express probability in present]
- [Use of conditional to express probability in the past]
- [Additional uses of *haber*, e.g., *Hemos de ver; Hay que averiguar*]
- [Additional irregular verbs, e.g., *huir, averiguar, vencer, etc.*]

OTHER STRUCTURES

- Additional prepositions, e.g., *por motivo de, por causa de, etc.*
- Some common prefixes and suffixes, e.g., *des-/deshacer, re-/rehacer, etc*

SPANISH V

TITLE: SP FL 5R Spanish V, Regular

COURSE: 750715

DESCRIPTION: A fifth-year course for students of Spanish as a Foreign Language. The students gain greater competence in Spanish through various activities: 1) presenting oral reports on literary and cultural topics, current events and personal experiences; 2) reading for information and enjoyment selected newspaper and magazine articles, adapted short stories and plays; 3) writing compositions with reasonable structural accuracy; and 4) discussing the works of contemporary writers, and the content of newspaper and magazine articles.

SELECTION CONSIDERATIONS: The student is expected to have completed 750615, or its equivalent. Florida Scholar's Program. (Grades 9-12)

TITLE: H SP FL 5 Honors Spanish, V

COURSE: 750725

DESCRIPTION: A fifth-year honors course for students of Spanish as a Foreign Language. The students gain greater linguistic and cultural competence in Spanish through various activities: 1) study of the political and socio-economic problems of the Spanish-speaking world; 2) study and discussion of the works of comtemporary writers; 3) study of the music, paintings, and lives of famous contemporary artists, and the philosophies and social institutions of the Spanish-speaking world as reflected in contemporary reading selections; 4) writing of compositions; and 5) oral presentations and discussions.

SELECTION CONSIDERATIONS: The student is expected to have completed 750625, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

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SPANISH V - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can create conversation based on topics and structures studied. They can also summarize a short story or other authentic reading selections, present an oral report on an assigned topic, and act in prepared skits. They can discuss the theme and issues of a story they have read when the discussion is led and structured by the teacher.	Students can speak well enough to satisfy most of their needs and respond to most social demands. They can handle with more confidence and flexibility casual conversations about family, school and events outside their immediate personal world. However, their range of vocabulary and syntax is marked by hesitations, inaccuracies and incoherencies.
LISTENING	Students can understand classroom discussions and longer explanations by the teacher. They can understand the main ideas and some details of lectures, films and broadcasts. They can distinguish time sequences with facility.	Students can understand much face-to-face speech in standard Spanish within a reasonable range of regional variations delivered at close to normal speed. They will sometimes ask for repetition or rewording. They can understand everyday topics, common informative conversation, well-publicized current events and routine matters in all tenses with occasional gaps due to more complex syntax, unfamiliar vocabulary or slang expressions.
READING	Students can read and understand authentic material and edited prose, with the use of a dictionary. The material may include newspapers, magazines, short stories, cultural or biographical information. Teacher guidance enables them to follow essential points at the level of main ideas and some supporting ones, but with occasional misunderstandings	Students can read independently and understand most uncomplicated paragraphs. They can read for pleasure specially-prepared fictional narratives or cultural information, and some authentic prose. They may react personally to some material, but inferring subjective attitudes or values is still limited.
WRITING	Students can produce compositions, summaries, biographical data and original skits, with occasional errors. They begin to develop skills to express abstract ideas.	Students can compose routine social correspondence and descriptions of factual topics. Paragraphs are reasonably unified and coherent with occasional errors.

SPANISH V - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. At this level, they work to develop vocabulary in the following areas: Correspondence Careers Newspapers and magazines: e.g., want ads, editorials, human interest stories, comics Current events: unemployment, bilingualism, strikes, pollution, war and peace, etc. Fashions and fads Complexities of everyday life Modes of transportation in in general, e.g., subway Proverbs - English and Spanish counterparts Fields of interest: e.g., sports, music, car repair Literary terminology	Students learn more about many aspects of culture found in the Spanish-speaking world, as evidenced by their discusssions of these topics. They acquire some performance skills needed to function appropriately in a Hispanic environment. They may do the following: Display intellectual curiosity about Hispanic cultures Show familiarity with Hispanic literature and discussing individual authors, their specific poems, fables, short stories, dramas and/or novels Do research on the lives and accomplishments of outstanding Hispanic personalities Develop the skills necessary to locate and organize information about the Hispanic culture from the library, mass media and from other people Discuss misconceptions of group stereotyping Discuss value systems and choices found in Spanish-speaking and English-speaking cultures Some contributions of Blacks and Indians to Latin American cultures Some Arabic, Greek, Roman and Gothic influences on Spanish civilization and culture

COURSE CONTENT

Morphology/Syntax

Students review and gain greater control of previously studied morphology/syntax, and also expand on the following:

NOUN PHRASES/PRONOUNS

- The uses, placement, etc. of determiners, adjectives, and pronouns
- Definite article used with age, street names, countries, e.g., *La calle 8 está cerca ... ; etc.*
- Use of *ello* and *eso* when referring to an entire phrase or clause.
- Position of adjectives that change meaning, e.g., *la misma chica/ la chica misma; Es un viejo amigo./Es un amigo viejo; etc.*
- Use of past participles as adjectives contrasted with the use of present participles in English: *dormido/*sleeping; *sentado/*sitting; *etc.*

VERB/VERB PHRASES

- More in-depth study of *ser* vs. *estar* , including use with past participles used as adjective or verb forms: *La puerta estaba cerrada/ La puerta fue cerrada por él ... ; etc.*
- [Contrast of true passive voice using *ser* + past participle with the reflexive.]
- Infinitives and present participles after verbs of perception, e.g. . *Lo vi torear; La oí llorando; etc.*
- [Use of infinitive or subjunctive with verbs of requesting, commanding and permitting, e.g., *Lo hice sentarse; Hice que se sentara; etc.*]
- [Use of subjunctive in alternative possibility, e.g., *venga o no venga*]
- [Study of less-common irregular verbs, e.g., *bullir, errar, oler, argüir, yacer, etc.*]

OTHER

- Additional prefixes, suffixes, e.g., *en-/envolver; des-/ desigual; -ura/ hermosura; -eza/pereza; etc.*
- [*Vosotros* forms]

SPANISH VI

TITLE: SP FL 6R Spanish VI, Regular

COURSE: 750815

DESCRIPTION: A sixth-year course for students of Spanish as a Foreign Language. Emphasis is on: 1) the reinforcement of the student's ability to communicate and express ideas, feelings and opinions both orally and in writing, and 2) the fuller development of comprehension skills through the study of literary selections. Many modes of communication are used, e.g., TV, radio, films and a variety of printed materials.

SELECTION CONSIDERATIONS: The student is expected to have completed 750715, or its equivalent. Florida Scholar's Program. (Grades 9-12)

TITLE: H SP FL 6 Honors Spanish, VI

COURSE: 750825

DESCRIPTION: A sixth-year honors course for students of Spanish as a Foreign Language. The emphasis is on: 1) the reinforcement of the students' ability to communicate and express ideas, feelings and opinions, both orally and in writing; 2) reading and interpreting works of recognized Spanish and Spanish-American writers, while gaining an understanding of major literary movements.

SELECTION CONSIDERATIONS: The student is expected to have completed 750725, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

SPANISH VI - FOREIGN LANGUAGE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Vocabulary and syntax have expanded so that students feel comfortable and confident in classroom conversation. They can give oral reports on an assigned topic and participate in class discussions on their readings. When discussion is structured by the teacher, they are able to analyze and interpret literary works almost as well as Spanish-S students.	Students can handle with relative ease most social and general conversations with one or more native speakers. They can tell about events in past and present, and about future plans. They communicate facts in some detail and, in a limited way, state and explain a point of view. Errors still occur. The ability to adapt to a Spanish-speaking environment is developing.
LISTENING	Students can understand almost all of class discussions without consciously thinking about translation. Occasionally they request the speaker to repeat something.	Students can understand most routine conversations on familiar topics, spoken in standard Spanish, as well as detailed conversations, or reports on topics of interest to them. They are able to comprehend time references and follow main points and some details of films, radio and TV broadcasts.
READING	Students can read with comprehension most newspaper and magazine articles, non-technical contemporary writing plus authentic literature of this century. They are prepared to begin reading more complex literature from earlier periods and to understand hidden meanings and infer subjective attitudes and values.	Students can read most printed material written for the general public. They can separate main ideas from lesser ones and react to the material they have read. They can read for informantion, direction, and to a lesser degree, enjoyment. They can derive meaning from context.
WRITING	Students can write anything they can say with minimal errors in spelling. They write compositions, reports, etc., on current events and personalities with a good control of syntax; however mistakes may occur in the use of more complex structures.	Students write with few errors anything they can say. In addition they are aware of the conventions that distinguish formal writing from informal spoken language. They can write two or three pages on a topic within their experience in a style acceptable to a native speaker. Errors may occur in more complex sentences, especially if the ideas expressed are detailed, complicated, or abstract.

SPANISH VI - FOREIGN LANGUAGE

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students expand their lexicon in a variety of areas including, but not limited to:	Students deepen their awareness of the Spanish-speaking world and may study , discuss, or exhibit signs of the following:
University life: scholarship, teacher/student attitudes and interaction; programs of study and career choices	[Speech patterns begin to include fillers, gestures and linguistic expressions indigenous to the Hispanic culture]
[Arts, humanities, and literary terminology]	Formal and informal linguistic situations are recognized and students can adapt their speech accordingly
[Current events]	[Spanish and Latin American authors: their works and literary period/style]
[Pros and cons of urban living]	[The history of current events of Spanish-speaking countries]
Interpersonal relationships: friendship, love, marriage, parent/child relations, religious attitudes, etc.	[Religious influences in the Hispanic world]
[Starting and ending conversations or debates; presenting and arguing a point of view]	[A feeling of relative ease in a Spanish-speaking environment]
[Conversational fillers, e.g., *pues, este, etc.*]	
[Lexical variants used in the Spanish-speaking world, e.g., *vos* for *tú*, *pos* for *pues, etc.*]	
[Additional idioms]	

COURSE CONTENT

Morphology/Syntax

Students review and gain greater control of previously studied morphology/syntax, and also expand on the following structures:

NOUN PHRASES/PRONOUNS

- Review of all determiners, including function, irregularities, etc.
- Review of personal pronouns, including function, position, etc.
- Negatives used after unequal comparisons, e.g., *más que nada; más que nadie; etc.*
- Reflexive pronouns used in unplanned occurences, e.g., *Se me cayó el vaso.*

VERBS/VERB PHRASES

- General review of all tenses in these moods: Indicative, Conditional, Subjunctive and Imperative
- Review of uses of *ser* vs. *estar*
- Review of uses of preterit vs. imperfect
- Present participles, including all progressives, e.g., *Irguiendo la cabeza, el conejo vio el zorro.*
- [*Ya que* vs. *desde que*]
- *Dar* + noun + infinitive, e.g., *Da gusto oírlo.*
- [*Quedar /quedarse* : multiple meanings, e.g., *Te quedas en casa de Ana. Queda sólo un minuto.*]
- [Subjunctive mood, especially present tense to include *por* + adverb + *que* , and used in indefinite expressions, e.g., *Por cansado que esté . . . .*]
- *Deber* to express probability and obligation, e.g., *Ya deben ser las tres; Debes estudiar; etc.*
- [Contrast between reflexive and non-reflexive verb, e.g., *Conduce con cuidado./Se condujo con decoro; etc.*]

OTHER STRUCTURES

- [Additional idiomatic expressions, e.g., *Tropezó con su amigo.*]
- [Use of *sí* for emphasis, e.g., *Yo sí que tengo suerte.*]

SENTENCE PATTERNS

- Review of sentence patterns/structures to include:
    - exclamatory statements
    - complex sentences, with all possible clause relators
    - double negatives

SPANISH ADVANCED PLACEMENT

TITLE: AP SP 1 Advanced Placement Spanish Language

COURSE: 759635

DESCRIPTION: The content of this course is determined by the Advanced Placement Spanish Course Description, published each year by the College Board.

SELECTION CONSIDERATIONS: The student is expected to have completed at least four years of Spanish study, or its equivalent, and have teacher reommendation. Florida Scholar's Program. (Grades 9-12)

TITLE: AP SP 2 Advanced Placement Spanish Literature

COURSE: 759735

DESCRIPTION: The content of this course is determined by the Advanced Placement Spanish Course Description, published each year by the college Board.

SELECTION CONSIDERATIONS: The student is expected to have completed at least five years of Spanish study, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

ALTERNATE SPANISH PROGRAMS

ALTERNATE PROGRAMS - SPANISH I

TITLE: SP ISSE 1 Spanish I: Individualizing Spanish for Speakers of English

COURSE: 751916

DESCRIPTION: This beginning Spanish conversational course is designed for students who would like to learn to communicate orally in everyday situations, while studying the same basic language structures taught in any regular Spanish I course. In this course the students learn a minimum number of language patterns and vocabulary needed to communicate in a retail store while buying different articles of clothing, in a restaurant, a doctor's office, and in travel situations.

SELECTION CONSIDERATIONS: This course is for students with no previous study and/or knowledge of Spanish. (Grades 7-12)

TITLE: SP FL C1 Conversational Spanish 1

COURSE: 751917

DESCRIPTION: An introductory conversational course geared to meet the needs of the future traveler. The emphasis is on oral communication and useful everyday expressions, such as going through customs and securing a hotel room, with sufficient language structure to facilitate intelligent listening and speaking comprehension.

SELECTION CONSIDERATIONS: This course is for students with no previous study and/or knowlegde of Spanish. (Grades 7-12)

SPANISH I - ISSE AND CONVERSATIONAL

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students' ability to speak is limited to material that has been learned and practiced. In controlled exercises, they are able to produce simple questions, answers and descriptions. Pronunciation is acceptable at the phonemic level, but students make errors in intonation and stress.	Students' ability to speak is limited to material that has been learned and practiced. Most speech consists of one- or two-word responses to simple questions, and is marked by great effort and hesitation. Students may reuse the language of the other speaker in order to try to produce information of their own. They can be understood with some difficulty, only by persons such as teachers, who are used to dealing with non-native speakers.
LISTENING	Students can understand short segments of familiar, learned material spoken clearly. Repetition may be necessary to develop students' ability to concentrate on utterances longer than one sentence.	Students usually recognize and understand memorized words and phrases in the context of unfamiliar material when spoken slowly and clearly. They need time between utterances to assimilate and comprehend. They may confuse words of similar sounds such as: . They constantly ask the speaker to slow down and to repeat.
READING	Students can read and comprehend materials that they have practiced orally and in written form. They can understand most simple, paragraph-length recombined materials involving learned vocabulary and cognates, often with the aid of a glossary.	Students can comprehend reading material to which they have been exposed in class, certain set expressions and highly contextualized words and cognates in areas of immediate need, e.g., simple signs and menus. Their understanding is limited to words and short phrases, and comprehension may require successive re-reading and checking.
WRITING	Students can write expressions from previously-taught material with some misspellings and inaccuracies. They can copy and write learned material from dictation.	Students can supply some basic information about themselves, such as name, address, and dates, and can write very simple expressions based on learned material. There may be frequent errors in spelling and syntax.

SPANISH I - ISSE AND CONVERSATIONAL

COURSE CONTENT	
Lexicon	**Phonology**
Students learn and practice speaking, listening, reading and writing in the using items from the following: • Greetings, expressions of courtesy and farewells • [Cardinal numbers to 100] • Terms related to meals and restaurants • [Family members] • [High-frequency descriptive adjectives] • [Colors] • [Expressions of time: hour, date, days of the week, months, seasons] • [Articles of clothing] • [Holidays, sports and pastimes] • [Places in the community: *el supermercado, la tienda, etc.*] • [Expressions with *tener*] • [Parts of the body, and some health expressions] • Modes of transportation • [Commonly-used verbs: e.g., *hablar, preguntar, tomar, ser, estar,etc.*] • [Prepositions: *a, en, de, etc.*] • [Common classroom vocabulary such as objects and directions] • [Common idiomatic expressions] • *Quisiera* as a polite request • [Terms related to shopping, e.g., money transactions]	Students are introduced to and practice: The elements of the Spanish sound system [Intonation and rhythm] [The association of Spanish sounds with their written symbols] [Basic principles of stress, linkage, juncture] [Diacritical marks: */ñ/, /´/, /¿/*] [Oral and auditory discrimination needed for basic communication] [Spanish graphemes that differ in sounds from English: */h/, /j/, /ll/, /rr/, /v/*]
CONVERSATIONAL ONLY • Reservations, hotel accommodations • Airport, train station, customs • Currencies, money exchanges • Sightseeing, travel agency	

SPANISH I - ISSE AND CONVERSATIONAL

COURSE CONTENT

Morphology/Syntax

Students learn and practice the following structures:

NOUN/NOUN PHRASES

[Gender and number of nouns]

DETERMINERS

- Definite articles: *el/la, los/las*
- [Contracted articles: *al, del*]
- [Possessive adjectives: short form only]

[ADJECTIVES: Position and agreement]

PRONOUNS

- Subject: *yo, tú, él/ella, etc.*

VERB/VERB PHRASES

- Subject-verb agreement
- Present tense of regular *-ar* verbs, including *gustar*
- [Present tense of some irregular verbs, e.g., *ser, tener, ir, estar, querer,* **hacer, etc.*]
- [Some of the uses of *ser* and *estar*]
- [Imperatives: familiar and *formal of regular verbs in the affirmative]
- [*Near future: *ir* + *a* + infinitive]

OTHER STRUCTURES

- [Interrogative words: *¿qué?, ¿dónde?, ¿quién?, etc.*]
- [Possession with *de*]
- [Word order in affirmative, negative and interrogative statements]

* Only for the ISSE course/program

Cultural Awareness

The lexicon from the course content is the springboard to the teaching of culture. Students are introduced to the following aspects of Hispanic culture:

Ways of greeting, leave-taking, [telephoning], etc.

The basic differences between familiar vs. formal/ *tú* vs. *usted*

[Spanish names, double surnames]

[Names of the most common holidays and some fact about holiday celebrations in parts of the Spanish-speaking world]

[Family life: ties, traditions, customs, etc.]

[Eating customs: mealtimes, common foods and beverages found in some areas of the Spanish-speaking world]

[Major Spanish-speaking countries and cities]

[Difference between "Hispanic" and "Spanish"]

[Artistic life: music, dance, visual arts]

[Shopping Hispanic style]

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CONVERSATIONAL COURSE ONLY

[Foreign currencies]

[Tourist points of interest]

NOTE: [] indicates material identified as receptive skill (see Preface).

ALTERNATE PROGRAMS - SPANISH I

TITLE: SP ISSE 2 Spanish II: Individualizing Spanish for Speakers of English

COURSE: 751926

DESCRIPTION: In this second-year conversation course students reinforce and expand on vocabulary and language skills learned in the first-year. Students learn to communicate orally in situations dealing primarily within service areas such as retail sales, health care, travel needs, automobile care, etc. The same language concepts as in Spanish II Regular are taught, but with a functional approach

SELECTION CONSIDERATIONS: The student is expected to have completed one year of study of Spanish as a Foreign Language, or its equivalent. (Grades 7-12)

TITLE: SP FL C2 Conversational Spanish II

COURSE: 751927

DESCRIPTION: This second-year conversational course is geared to the needs of future travelers to Spanish-speaking countries. The emphasis is on oral communication in practical situations typically confronted in travel, such as activities related to sightseeing, dealing with traffic problems, restaurants and the services of a doctor or a dentist. The students review, in oral and written form, the structures previously presented and develop an understanding of how culture and language are related.

SELECTION CONSIDERATIONS: The student is expected to have completed one year of study of Spanish as a Foreign Language, or its equivalent. (Grades 7-12)

SPANISH II - ISSE AND CONVERSATIONAL

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	There are some emerging signs of spontaneity and some increase in length of utterances. Students' speech is characterized by frequent pauses and incorrect usage due to first language interference, e.g., verb forms and noun-adjective agreement. Students can ask and answer questions and make statements using learned material from course content.	Students can communicate on a very basic level in situations, such as asking street directions, ordering in a restaurant, or making simple conversation about a familiar activity. They can create some original, simple sentences and ask questions on familiar topics. They can be understood mainly by persons who are accustomed to dealing with non-Spanish speakers.
LISTENING	Students can understand learned course material, especially in familiar situations, e.g., in a conversation between a customer and a waiter in a restaurant. They can understand standard speech and often require the speaker to repeat, rephrase or slow down.	Students can understand some spoken Spanish within the basic vocabulary of the course content. The phrases recognized have for the most part been memorized: *¿Están listos para pedir? Me duele il estómago* . In native situations the students understand isolated words and phrases and often request the speaker to slow down, or to repeat. Lengthy utterances or critical sounds, e.g., verb endings, may affect comprehension.
READING	Students can comprehend controlled, uncomplicated printed material for basic information. Rereading is often required for details.	Students can read brief narratives and messages containing learned vocabulary and structures limited to common verbs in the present tense, and high-frequency adjectives and adverbs. They can read standard messages for instructional purposes, signs indicating hours of operation: *Abierto de 9 a 12*, traffic signs: *Alto, Ferrocarril.*
WRITING	Students can write simple questions and answers, or guided paragraphs, based on learned course content; inaccuracies in spelling or grammar may occur. They can write from dictation with some errors in spelling in the sounds that present the most difficulty.	Students can write short messages to convey basic information, such as state of health, whereabouts, etc. Their writing may contain orthographic, lexical and structural errors.

SPANISH II - ISSE AND CONVERSATIONAL

COURSE CONTENT	
Lexicon	**Phonology**
Students review and expand previously taught lexical items as well as practice additional vocabulary terms related to the following: [Shopping: gift items, clothing, sizes, money transactions] [Planning a trip, taking a vacation and related activities] [Health expressions, including parts of the body, visit to the doctor] Foods and related vocabulary in order to read menus, shop for food [Recreational activities, e.g., going to the beach, sports] [Numbers: ordinals -1st to 10th; cardinal numbers - 1 to 1,000; prices, arithmetic, etc.] [Directions, reading maps, traffic signs, schedules and timetables] [Modes of transportation, service station] [Personal grooming] [Telephoning] [Telling time] [Places in the community] [Some daily routines] - - - - - - - - - - - - - - - - - - - * [Occupational terms] * [Festive occasions, music and dance] * [Idiomatic expressions: *Hay*, *allí*]	Students continue to review and practice the Spanish sound system to include: Vowel clusters that emphasize diphthongs Letter/sound correspondence Fusion of vowels e.g., *¿Dónde estás?* enunciated *¿Dóndestás?* Linkage e.g., *los alumnos* enunciated *losalumnos* [Stress and intonation patterns that approximate the natural flow and rhythm of Spanish] Accents that break diphthongs: e,g., *caído, Raúl*

* Found primarily in the ISSE program

SPANISH II - ISSE AND CONVERSATIONAL

COURSE CONTENT

Morphology/Syntax

Students review and expand on all previously taught grammar points as well as practice these additional following points:

NOUN/NOUN PHRASES

- Reflexive, prepositional and direct object pronouns
- Demonstrative, possessive, descriptive and limiting adjectives

VERB/VERB PHRASES

- Additional high-frequency irregular verbs in the present, e.g., *venir, decir, salir, poner, etc.*
- Formation of preterit of regular and some irregular verbs, e.g. *hacer, salir, decir, dar*
- Imperative forms of regular verbs
- *Saber* vs. *conocer*
- Reflexive verbs
- Additional high-frequency stem-changing verbs in the present

OTHER STRUCTURES

- Personal *a*
- Comparative and superlative of adjectives and adverbs
- Most common usages of *por* vs. *para*
- Adverbs formed with *-mente*

Cultural Awareness

Students are cognizant of the following aspects of Hispanic culture(s):

Additional foods and recipes

Additional leisure-time activities, e.g., *jai-alai, etc*

Shopping and barganing, Hispanic style

Monetary units, metric system clothing sizes

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For the ISSE program:

Additional festivities and traditions

Hispanic influences in the USA

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For the Conversational Program:

Geographical location of Spanish-speaking countries and their capitals

Going through customs

Tourist highlights of Spain and Spanish America

ALTERNATE PROGRAM - SPANISH III

TITLE: SP ISCOM3 Spanish III: Individualized Spanish - Career Oriented

COURSE: 751936

DESCRIPTION: In this third-year conversation course students continue learning to communicate with increase confidence in everyday situations, such as retail shopping, celebrating holidays, driving on the road , and dealing with public safety departments. At the same time, students continue their study of functional structures.

SELECTION CONSIDERATIONS: The student is expected to have completed two years of study of Spanish as a Foreign Language, or its equivalent. (Grades 7-12)

SPANISH III - ISCOM

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	**In a non-classroom setting**
SPEAKING	In an exercise situation students can produce sentence-length utterances using the structures they have studied. On familiar topics, students can ask and answer questions, and carry on short conversations. Course content material permits discussion of topics beyond basic survival needs, such as personal history and recreational activities with some creativity in language production.	Students can satisfy survival needs and minimum courtesy requirements. They can initiate and respond to simple statements and sustain uncomplicated conversations with some errors, but they may ask for repetition and clarification. They will be understood by people used to dealing with non-Spanish speakers.
LISTENING	Students can understand most classroom instructions and explanations, as well as textbook material spoken by the teacher or recorded, e.g., descriptions of visual material.	Students can understand speech on familiar topics directed to them by individuals used to dealing with non-Spanish speakers when time is allowed between sentences for assimilation and comprehension. They also get the gist of standard native speech when supported by visual material, such as illustrations, maps, gestures, etc.
READING	Students can understand menus, product labels, advertisements, and some other print media intended for native speakers.	Students can read and understand a simple paragraph for information or social purposes, such as invitations, and announcements. They can identify the main ideas in simple non-technical narratives, such as newspapers and magazine articles and other print media. They can guess meanings when the context is clear.
WRITING	Students can write paragraphs on topics within personal experience, such as their daily routine, likes and dislikes, and everyday events.	Students can write letters of one or two paragraphs in length to meet social and survival needs, e.g, requests for information on lodging and transportation, as well as shorter messages. They can be understood by individuals used to reading Spanish written by non-Spanish speakers.

SPANISH III - ISCOM

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and expand previously taught lexical items. They practice additional vocabulary pertaining to the following: Buying and exchanging merchandise Weather conditions Foods and cooking Holidays folklore and family traditions Places in the community Occupations More ordinal and cardinal numbers Some musical instruments and expressions *Hacer* with expressions of time, e.g., *hace un mes que llegó.* Leisure activities Daily routines Idiomatic expressions	Students learn about some of the similarities and differences in the English-speaking and Spanish speaking world. Topics for discussion may include: Geographical information, e.g., climate, physical features Concept of the Hispanic family Some of the components of Hispanic music Some of the common priorities, values and customs found in the Spanish-speaking world Food preparation and diet Some of the common priorities, values and customs found in the Spanish-speaking world Some historical highlights of the Spanish-speaking world Folkloric festivities and traditions

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COURSE CONTENT

Morphology/Syntax

Students review and expand on previously taught grammatical concepts and in addition practice the following:

NOUN PHRASES/PRONOUNS

- [Relative pronoun *que*]
- [Object pronouns: Direct, Indirect, Reflexive and Prepositional, including double object pronouns]
- [Position of object pronouns with present participle and infinitive, e.g., *Está leyéndolo/Lo está leyendo; etc.*]
- [Definite article followed by a nominalized adjective to replace noun, e.g., *Lo mejor es callarse.*]

VERB/VERB PHRASES

- [Present and preterit of additional irregular verbs]
- [Formation of the imperfect]
- [Usage of preterit vs. imperfect]
- [Formation of present progressive]
- [Additional stem-changing verbs]
- [Imperative mood, including formal for both regular and irregular]
- Introduction of present prefect and some irregular past participles

OTHER STRUCTURES

- [*De* plus noun to describe a noun, e.g., *la falda de lana*]
- [Additional uses of *ser* vs. *estar*]
- Additional negative constructions e.g., *No va ni al cine ni al teatro; No viene ninguno de ellos.*

ALTERNATE PROGRAM - SPANISH IV

TITLE: SP ISCOM4 Spanish IV: Individualized Spanish - Career Oriented

COURSE: 751946

DESCRIPTION: A fourth-year conversation course in which students continue learning to communicate orally in situations related to taking care of one's health, planning trips, using travel/hotel services, and barber shop/beauty salon services. Students continue the study of functional structures.

SELECTION CONSIDERATIONS:The student is expected to have completed three years of study of Spanish as a Foreign Language, or its equivalent. (Grades 8-12)

SPANISH IV - ISCOM

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students can ask and answer questions and engage in limited discussions. They can participate in long conversations and can, if the classroom activity is carefully structured, talk in a limited way about events in present, past and future time.	Students have some spontaneity in conversation. They can ask and answer questions and carry on simple conversations about familiar topics. In a simple situation, they can deal, with details, such as requesting a table for four away from the kitchen or asking for a particular style or color of clothing. They can be understood by individuals used to dealing with non-Spanish speakers.
LISTENING	Students understand classroom discussions and longer explanations by the teacher when these contain familiar vocabulary and structures. Students can understand the main ideas of dialogs in auditory stimuli when they have been prepared by pre-listening exercises. They usually can distinguish time sequences.	Students can understand general conversation directed to them. Students can understand main ideas, in a non-interactive listening situation, such as watching a movie or television show or listening to a radio broadcast, especially when the auditory stimuli are supported by visual material.
READING	Students can read, with the aid of a dictionary, short stories in graded readers and newspaper, magazine articles. With guidance, they can understand main ideas and some details and inferences.	Students can comprehend printed material for informative or social purposes. They can read straightforward newspaper accounts about such topics as sporting events, concerts, and everyday occurrences. They can guess at unfamiliar vocabulary when contextualized, but may have to read the material several times before understanding it.
WRITING	Students can write short personal letters and postcards. They can fill-out applications and request information in writing.	Students can write social correspondence and fill out application forms Elementary contructions are usually handled satisfactorily and writing is understandable to readers not used to the writing of non-Spanish speakers.

SPANISH IV - ISCOM

COURSE CONTENT	
Lexicon	**Cultural Awareness**
Students review and practice previously taught lexical expressions and expand their vocabulary related to: Cardinal numbers to 1,000,000 Personal data Personal care [Health] [Social situations] [Securing services, e.g., exchanging purchases, obtaining insurance, etc.] [Forms of correspondence] [Current events] [Traveling] [Applying for jobs] Places in the community [Idiomatic expressions]	Students develop an awareness of some of the components of Hispanic culture: [Regional differences among various Hispanic groups] [Additional historical and cultural facts about Hispanic countries] Tourist points of interest Availability of places in the Latin community for patronage, e.g., theatres, restaurants, museums, stores, etc. Spanish language media, e.g., Channel 23, El Herald, radio stations, etc. Additional traditions and customs Additional geographical data

COURSE CONTENT

Morphology/Syntax

Students review and strive to gain greater control of previously-learned syntax as it appears in context and expand on:

NOUN PHRASES/PRONOUNS

- Demonstrative pronouns
- Possessive pronouns
- [Object pronouns, including double-object pronouns]
- [Infinitive as a verbal noun, e.g., *Estudiar es bueno*]
- [Diminutives]
- More about adjectives, including [shortened forms, e.g., *buen*]

VERB/VERB PHRASES

- Progressive tenses
- [True futures]
- [Past perfect]
- [Introduction to present subjunctive]
- [Introduction to conditional]
- [Preterit vs. imperfect]
- [Additional irregular verbs]

OTHER STRUCTURES

- Comparative and superlative expressions
- Additional prepositions, including [*por* vs. *para*]
- Some common prefixes and suffixes, e.g., *des-/deshacer; in-/incompleto; -ura/gordura; etc.*

EXPLORATORY PROGRAM

NOTE .

Generally, this course is not intended as a prerequisite for Spanish II. It is primarily a culture course rather than a language course.

INTRODUCTION TO HISPANIC CULTURE - SPANISH I

TITLE: SP FL C1C Introduction to Hispanic Culture

COURSE: 751918

DESCRIPTION: A beginning course for students of Spanish as a Foreign Language, with primary emphasis on culture rather than on language. Through short dialogs and exercises, such as introduction, telephone conversations, and eating in a restaurant, the students learn to understand and function in everyday social situations in the Hispanic world.

SELECTION CONSIDERATIONS: This course is for students with no previous study and/or knowledge of Spanish, and is not intended as a prerequisite for Spanish II. (Grades 7-12)

INTRODUCTION TO HISPANIC CULTURE

	OUTCOMES/EXPECTANCIES	
	In the classroom setting	In a non-classroom setting
SPEAKING	Students' ability to speak is limited to material that has been learned and practiced. Speech consists of one or two-word responses to simple questions.	Students' ability to speak is rather limited. They are unable to function in spoken Spanish. Oral production is limited to isolated words.
LISTENING	Students usually recognize memorized words when spoken slowly and clearly.	Students have no practical understanding of spoken Spanish. Understanding is limited to isolated words.
READING	Students can read some of the material to which they have been exposed.	No functional ability in reading Spanish. Students can decode and recognize highly contextualized words, such as signs.
WRITING	Students can write isolated words from previously-taught material, such as provide some personal data.	No functional ability in writing Spanish.

INTRODUCTION TO HISPANIC CULTURE

COURSE CONTENT	
Lexicon	Phonology
Students learn and practice using items in the following content areas:	Students are introduced to and practice:
Greetings, expression of courtesy and farewells [Numbers: 1 to 100] [High-frequency descriptive adjectives, such as age, personal characteristics, etc.] Colors [Meals and restaurant terms] [Family members and relationships] [Expression of time: hour, date days of the week, months] [Article of clothing] [Common classroom vocabulary such as objects and directions] [Places in the community] [Expressions with *tener* such as: *Tengo hambre; etc.*] [Common action-oriented verbs, e.g., *hablar, ir, comer, mirar, hacer, etc.*] [Parts of the body]	The elements of the Spanish sound system [Intonation and rhythm] [The association of Spanish sounds with their written symbols] [Basic principles of stress, linkage, juncture] [Oral and auditory discrimination needed for basic communication]

INTRODUCTION TO HISPANIC CULTURE

COURSE CONTENT	
Morphology/Syntax	**Cultural Awareness**
Students are introduced and practice the following structures: **NOUN/NOUN PHRASES** • [Gender and number of nouns] DETERMINERS: [Agreement in gender and number with noun] • Definite articles • [Contracted articles: *al, del*] • Indefinite articles • [Possessive adjectives, short form: *mi, tu, ... , mis, ...*] PRONOUNS - • Subject, and omission **VERB/VERB PHRASES** • [Subject-verb agreement] • [Present of *-ar* verbs] • [Present of *ser* and *estar* and their commonest uses] **OTHER** • [Interrogative words: *¿qué? ¿quién?; ¿dónde?; etc.*] • [Declarative statements in affirmative, negative, and interrogative]	Students develop an awareness of some of the components of Hispanic culture, which may include the following: [Polite and familiar ways of greeting, leave taking, telephoning] Spanish names [Family life: ties, traditions] [Eating customs: mealtimes, common foods and beverages found in some areas of the Spanish-speaking world] Location of Spanish-speaking countries and [their capitals] Names of the most common holidays and [some facts about holiday celebrations in parts of the Spanish-speaking world] [Arts: music, dance and visual arts] Humanities, e.g., Cervantes, Don Quijote [Hispanic influence in Miami and in the USA] [Greek, Roman, Arabic influences on Spanish civilization] [Indian civilizations of Latin America: Mayas, Incas, Aztecs] [Spanish explorers and conquerors] [Latin American liberators and other heroes]

NOTE: [] indicates material identified as receptive skill (see Preface).